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School Activities

The National Extra-Curricular Magazine

for—

School Executives
Activity Directors
Club Advisers
Class Sponsors
Coaches
Student Leaders

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SCHOOL ACTIVITIES

The National Extra-Curricular Magazine

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VOL. VI No. 2

OCTOBER, 1934

Table of Contents

Table of Contents	1	For New Parent-Teachers Programs	19
As the Editor Sees It	2	Matilda Rose McLaren	
Improving the Inter-School Contest Program	3	The Boy of Genoa	22
Elmer H. Wilds, Ed.D		Blanche Graham Williams	
Open School Night	5	Who's Who in Extra-Curricular Activities	27
J. Fred McMurray		News, Notes, and Comments	28
Iowa School Music Day	7	Stunts and Entertainment Features:	
Agnes Samuelson		Columbia County's Family Tree	31
School Assemblies	9	A Machine of Mystery	32
M. Channing Wagner		Special Convention Issue of the High School Paper	33
The Negative Case	12	Ghosts of the Present	34
Harold E. Gibson		Doll Hats	35
Stage Equipment for Junior and Senior High Schools—F. A. Boggess	16	Games for the Group:	
Community Celebration Programs for High School Tercentenary	18	A Circus Social	36
		A Nut Party	37
		A Balloon and Dart Game	38
		School Activities Book Shelf	39
		Comedy Cues	40

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As the Editor Sees It—

One of the important, yet rarely emphasized, values of extra-curricular activities is to be found in the easy and natural opportunities they offer for the parent to visit the school. It takes a brave parent to walk into a schoolroom while a class is in session. Such a visit is usually discomfiting to the teacher (his own employee) and to the pupil (his own child), and is usually interpreted as casting aspersions upon the possible reprehensible actions of either, or both. How infrequently would the average citizen even see the inside of the school building (his own property) if it were not for athletics, dramatics, music, exhibitions, and other so-called extra-curricular activities?

There is an increasing tide of opposition to interscholastic competition of all types, curricular as well as extra-curricular. Just about every evil of interscholastic athletics—limitation of participation, benefits for those who don't need them, no benefits for those who do need them, over-specialization, win at any price, false school and community "spirit," unsocial feelings, violations of regulations, etc.—has cropped out in all other types, music, debate, literary, and academic. Elmer H. Wilds' article on this topic in the current and the November numbers of *School Activities* are not only timely but constructive.

Probably the most popular of all school music organizations—the boys' glee club. Where is it?

The promotion and establishment of a chapter of The National Honor Society or The National Junior Honor Society can probably have more influence in helping

to clarify for the students and the community (perhaps, too, a part, or all, of the faculty) the main objectives of education than will almost anything else that can be done. A community does not need valedictorians half as much as it needs good citizens, for basically it is an organization of the citizens and not valedictorians. And the valedictorian is not necessarily the good citizen any more than the good citizen is necessarily the valedictorian. He may be, but not necessarily so. A good citizen is worthy, not only in his mental but also in his physical, social, and spiritual life. The making of such a citizen is the chief concern of these two organizations.

COMING—

Improving the Inter-School Contest Program (continued) by Elmer H. Wilds.

Assembly Programs, by M. Channing Wagner

The Affirmative Rebuttal, by Harold E. Gibson

The Mimeographed Annual by H. L. Firebaugh

Making the Most of Your Printing Plant, by Anna Manley Galt

The Audoscope, a one-act play, by Kate Alice White

Plymouth Days, a Thanksgiving festival, by Berenice Mueller Ball

A Gymnastic Circus Program, by T. C. McMillen

Vegetable Stew, a short play for Armistice Day, by Madeline I. Randall

Other extra-curricular activity features including projects, plays, stunts, news notes, and articles of special interest.

The conflict between the noun and the adjective goes merrily on. Shall it be "extra-curricular" or "extra-curriculum?" Of course neither is accurate nor desirable, but each does have the advantage of being understood. Personally, we favor the adjective when used with "activities" and the noun when used by itself. "Curricular activities" appears to be more proper than "curriculum activities" and similarly, "extra-curricular activities," than "extra-curriculum activities." "The curriculum" and "the extra-curriculum" are apparently correct.

The matter of terminology may not be particularly important, but at the same time accuracy and unanimity might bring added respect to the field and its workers.

Yesterday we were emphasizing the value of education in terms of increased earning capacity—of getting; today we are stressing the value of education in terms of increased service to others—of giving.

Improving the Inter-School Contest Program

Elmer H. Wilds, Ed.D

THE EDUCATIONAL theorist could build up a strong case for the complete elimination of inter-school contests. Although there are strong biological and psychological predispositions toward competitive activities, psychologists contend that these are modifiable by processes of conditioning, sublimation, and substitution. Moreover, modern philosophical, sociological, and economic conceptions point to the undesirability of competition in life and in everything that contributes toward it. There is today a distinct social, economic, and political trend away from competition and in the direction of co-operation in all the affairs of life. To help bring about the desired social and economic order, the school should undoubtedly educate more in the direction of co-operation and less in the direction of competition.

We are already doing this in the social studies of the curriculum and in the newer methods of classroom instruction. But in our extra-curricular programs we seem to be going in the opposite direction. Surely this continued emphasis upon competition in the schools cannot help but have an effect in strengthening the competitive impulses of the students as they go out into the active affairs of life. Theoretically the desirable ultimate objective might well be to eliminate competitive activities from our inter-school relationships.

But any study of the present status of inter-school contests will show that many practical difficulties stand in the way of any early realization of such an objective. The tide is running strong in the direction of increases in types and number of contests. Strong impelling motives must be overcome or redirected into other channels. Intrenched interests sponsoring these contests for commercial and recruiting purposes must be educated to see the undesirable effects of their policies

upon the education of high school pupils. We cannot antagonize large groups by revolutionary procedures. Moreover, until we are surer of our theories, it would not be amiss to proceed rather cautiously.

There is no reason, however, why we cannot adopt immediately such modifications of the inter-school contest program as will minimize the undesirable effects of the contests and make them contribute as much as possible toward the desired objectives of education. Many examples of such modifications are under way at the present time in many sections of the country and it is the purpose of this article to set forth briefly descriptions of such desirable trends toward improvement as are typical of what can be done to an even greater extent and in other sections where such a tendency has not yet manifested itself.

1. ELIMINATING DUPLICATIONS. One of the unnecessary evils has been the holding of contests for the same schools and the same contestants in the same events but under different auspices and at different times. This situation has caused contestants to put additional effort into the activity and to take additional time away from other tasks without receiving much, if any, additional value. A few examples of this evil will suffice as typical of what is taking place in many sections.

Two colleges, a denominational college and a teachers college, are located in the same city. Each holds an invitational track and field meet participated in each year by about the same high schools. These meets are held on successive Saturdays in the same city, with about the same contestants entered in the same events, the same winners getting the same medals. In a certain county, there is a County Athletic League for Class C high schools. The state conducts an elaborate series of district, regional, and state bas-

ketball tournaments for all four classes of schools, and a district tournament for Class C schools is held in this county including the same schools covered by the County League. And yet the County League holds a basket ball tournament to decide the county championship just a week before the district tournament held under the auspices of the state. In a certain state, there are two general extempore speaking contests and two agricultural extempore speaking contests—all open to every high school of the state. In several states, the same schools enter two or more oratorical contests with the same contestants.

There would be no great objection to this duplication if different pupils from a school were entered in the different contests, but usually it is the same group, the winning group, that represents the schools in the duplicated performances.

Fortunately, many states have seen this evil, and either by action of the high school principals through their state organization or by the voluntary withdrawal of sponsoring agencies, have eliminated many of these duplications. This movement should be extended until every such duplication has ceased to exist. This can best be done by having all the sponsoring agencies get together and carefully divide up the field or, perhaps better still, by having all contests combined under one centralizing and unifying agency.

2. **CENTRALIZATION AND UNIFICATION.** Much of the over-emphasis that has been placed upon these contests and many of the evils that have developed in connection with them could be eliminated by the centralization of control in the hands of one unified agency of administration. In the past few years, there has been a considerable movement in this direction. There are three distinct possibilities for state-wide centralization and there are examples of each to be found in different states.

(1) The first possibility is to have all control centralized in the hands of the high school principals' state organization, with a permanent executive secretary to carry out the administrative details. This is the case now in connection with the control of athletic contests in most of the states.

(2) The second possibility is to have all control centralized in the hands of the Extension Department of the State University, with a Director of Interscholastic

contests in administrative charge, a situation which already exists in a number of states, particularly in the West.

(3) A third possibility is to have all control centralized in the hands of the State Department of Education, with a State Director of Interscholastic Contests in general executive charge and, perhaps, specialized directors of the different activities working under him. This is the newest tendency of the three and is found in only a few states and then only over certain types of contests. No State Department has as yet assumed complete control over the entire state interscholastic program.

The third possibility seems to offer the most promise. It lends itself less to undesirable motivation than either centralization in the hands of the principals, with their desire to win, or centralization in the hands of the university, with its desire to recruit. Probably an ideal type of centralization would be that under a State Department of Education with committees of high school principals and activity specialists acting in the capacity of advisory councils.

3. **SHORTENING SCHEDULES.** In order to prevent over-emphasis of contest activities, to check the over-burdening of participants, and to preserve a proper balance among the various phases of school life, there has been a distinct movement during the past two or three years toward the cutting down of schedules and the shortening in time of contest events. Incidentally, the shortage of funds as a result of the financial depression has aided this movement.

A few years ago, the National Federation of State High School Athletic Associations asked the North Central Association of Secondary schools and Colleges to adopt standards demanding a limitation of schedules for high school athletic events. The Federation has set an average of one interscholastic game a week throughout the season as a reasonable maximum for a schedule. In Michigan, action has been taken by the state association to limit football games to eight per season and basketball games to fourteen per season. There is also a strong movement toward the elimination of all post-season games for the determination of championships, and toward the shortening of the practice season and the hours

(Continued on Page 17)

Open School Night

J. Fred McMurray

UNDER ITS Community Relations setup, the Theodore Roosevelt Junior High School of Williamsport, Pa., biennially observes Open School Night. The phrase Open SCHOOL Night is used in preference to Open HOUSE Night in order to identify the school as an educational institution. Open HOUSE Night may too easily be misinterpreted as an Open House Night of a social or commercial institution.

Schools, being public institutions, are called upon by nearly all conceivable types of enthusiasts to lend their influence in behalf of their respective public and semi-public movements. There are no set standards for the type of programs held under school management. In spite of all the care that is exercised in eliminating uneducational movements, there are many types of programs sponsored by school authorities that do not have a particle of connection with the objectives of the public schools. Wise indeed is the administrator who schedules his annual Community Relations program with beneficial activities. Open School Night fits perfectly into this worthwhile type of program.

Open School Night is based on the fact that the chief concern of a public school system is education. It emphasizes this viewpoint of the functions of a school. It stresses the point that school is primarily an educational institution preparing children to adjust themselves to life.

Held early in the school term, it is a means by which parents and teachers may contact one another. Further, this program when used as the opening activity sponsored by the school sets a standard for the evaluation of all other programs that are to follow.

One purpose of Open School Night is to acquaint parents with the changed objectives of education. Social, economic, and political conditions have changed as rapidly during the last decade as at any other time in the history of our country. The objectives of schools have changed likewise. Regardless of all that has been

written and printed about schools (and one must admit that there has been published for years a rather large, if not too well chosen, amount of material concerning the public schools), patrons do not really understand the changed objectives and viewpoints of education. They have accepted the objectives of education as a matter of fact without stopping to examine or understand them. It is traditional to accept the schoolmaster's ideas of education as final. Hence, this transition from the old ideas of education to new ideas has been gradually effected without the public's being fully aware of its importance and necessity. Open School Night helps correct this misunderstanding.

Another value of Open House Night is that it gives parents the opportunity to view the school plant while in operation. Unoccupied gymnasiums, auditoriums, industrial art shops, fine art rooms, type-writing rooms, cooking laboratories, sewing rooms, science rooms, spacious playgrounds, and libraries mean less to patrons inspecting a school plant than they do when children occupy them and carry on their activities. The only fair method of judging the value of these different units of a school system is to do so when teachers and pupils are carrying on their activities within them. There are many school buildings in America today possessing the above layout that are a partial waste of taxpayers' money in spite of the fact that they have been dedicated, opened for public inspection, and passed upon by the visitors as the last word in school house construction. They are purely the architects' plans. A school plant should be the combined ideas of the architect specializing in public school construction and of the school administrators, including principals and teachers. A plant is one thing to look upon; but it is another to erect it at a conservative cost and utilize it efficiently and economically at all periods of the day. *Open School Night, with all pupils and teachers in their re-*

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spective places carrying on the regular routine of the school, gives the parents an opportunity to judge the efficiency of a school from the viewpoint of its utilization by pupils and teachers.

Schools should not be judged entirely by the product they produce. Many schools whose pupils do not test for the time being as high as other schools are the superior ones. The technique in teaching may be superior in the latter case. Superior teaching processes frequently delay results; but once the learning processes under such teaching technique are mastered, the more efficient the pupil becomes. The final results obtained in quality and quantity make it possible for this class of pupils thus instructed to surpass those instructed by the "short cut methods." A case in point follows: a pupil learning to solve thought problems through the inductive method of teaching receives more training for future mathematical work than he does by being taught the deductive method. The latter gives more immediate results, but the former, more real training for future work. Open School Night gives the parents the opportunity to observe these modern processes of teaching and to compare them with those of yesteryear.

The work of a junior high school is both abstract and concrete; the curriculum is so built. Industrial art, including the work of both the boys and the girls, is an example of the latter. Music, health, Latin, literature, and other phases of English are abstract subjects. Open School Night, with pupils in their respective places within the building doing their actual school work, demonstrates both the concrete and abstract work of a school. It is a well rounded program, neither the abstract nor concrete being over-emphasized to the disadvantage of the one type to the other.

A school system that operates efficiently is one that is based on a curriculum which is adjustable to life activities, rather than one that stresses courses and traditional subject matter and expects a child to adjust such material to life activities. The former prepares for present conditions; the latter is wasteful, for it is labor and information that may not

be utilized. Psychologically and socially much of traditional learning is useless. Education is too costly and economic conditions too strained to waste time on that which is simply traditional, but not psychologically and socially sound. Open School Night gives parents a special opportunity to examine the activities in health, typewriting, music, art, industrial arts, and the other subjects. Their connection with life activities is the more readily understood.

The aforesaid are some of the purposes and values of Open School Night.

The *general setup* briefly stated in several following paragraphs not only does not disturb the general routine of the school, but follows it. The evening school session is regularly announced and advertised by the members of the Pupil Co-operative Government Association which co-operates under teacher sponsorship in making Open School Night a success.

The program consists of two parts. The first always takes place in the school auditorium. The children who have assembled in their class rooms at a given signal march into the auditorium where the regular morning exercises are held. This includes a greeting by the principal, scripture reading, flag salute, and Junior Community singing. Here

is demonstrated the contrast between the finished musical instruction of today and the rote singing of years ago.

Another feature of this part of the program is a suitable play by the members of the Parent-Teacher Association as a co-curricular project or the demonstration of an old time school, or some phase of education of other days by a group of pupils from one of the intra-curricular clubs. In one instance the group giving this demonstration investigated and erected on a platform a school house representative of a century ago. The entire setup was as nearly historically correct as could be reasonably expected. This was done last term when Pennsylvania was commemorating the centennial of the Permissive Public School Act of the state.

The second part of the program consists of class room work. An article in an issue of the Pennsylvania State Educational Journal is a brief description of

The Theodore Roosevelt Junior High School of Williamsport, Pennsylvania is a wide-awake and progressive school. Its work in guidance and socialization is most outstanding. For years it has observed Open School Night as part of its Community Relations program. By invitation, its principal, J. Fred McMurray has written an article concerning this important school activity. (Editor).

our Open School Night program held several years ago. The Journal report which follows it is an accurate account: "The teachers of the Theodore Roosevelt Junior High School of Williamsport, Pa., demonstrated the following educational ideas: a socialized recitation in science; a music lesson demonstrating the technique in teaching an eighth grade class of thirty pupils a three-part song; modern methods in teaching Latin; a social science class using the school library; the diagnosing of pupil difficulties in reading, such as short perceptual spans, too long eye pauses, regressive eye movements, poor comprehension, and inability to attack new words; a mathematics class having its work checked by the use of a specially prepared diagnostic test (the principal and teachers work these out); a type-writing class being speeded up by the use of rhythmic records; a social science class using multiple text books; a ninth grade class graphing the weekly grades and weekly attendance of different rooms; a class demonstrating the use of speed and power tests; the art department doing a real creative type of work rather than a spectacular copying type; a class demonstrating the use of objective tests using all forms of the recall and recognition type; a science class being taught by the modified Dalton plan; a social science class using the problem solving method; the work done in the cooking laboratories, sewing rooms, and general shops."

The Journal reported further: "Among many features that impressed the educators who observed this regular school procedure were: first, the almost 100 per

cent attendance of the pupils, for many live miles away in the surrounding townships; second, the mastery of modern methods demonstrated by this faculty; third, the type of supervision used by the principal of this school in order that the young and inexperienced teachers do not fail, but develop rapidly and continuously. This particular junior high school has a most enviable record for developing and making successes of young teachers."

All admissions are by invitation. Hence, children from other schools and young people not particularly interested in education are conspicuous not by their presence but by their absence. As a result, the order in the auditorium and class rooms is almost equal to that of a regular school session.

Needless to say that the patrons of this school are well repaid by visiting it on Open School Night. They leave the building feeling that they have observed a very constructive piece of work. They have learned the difference between opening a school house for a non-worthwhile activity and one that is educationally constructive. The hard-headed taxpayer, the die-hard obstructionist, and the patrons who believe that educational goals are permanent and unalterable rather than constantly changing to meet ever shifting social, economic, and political conditions, go away with a more intelligent understanding of the public schools and their worth. Their expressions of approval are pronounced and emphatic. Open School Night well repays the pupils, teachers, and patrons. It is a worthwhile school activity—one of the best.

Iowa School Music Day

Agnes Samuelson

ON THE movie screen of your mind's eye picture between four and five thousand school children from one-room rural schools massed in a state-wide chorus and singing their choir songs in front of the grand stand at the state fair grounds. Then let the scene change and about fifteen hundred pupils from the high school glee clubs come next in a con-

cert of sacred and other beautiful selections. Now as the reel changes, visualize about twenty-five massed high school bands playing several good numbers. If you had been at the Iowa state fair grounds on the afternoon of August 26, you would have seen this demonstration.

This even was the first of its kind ever held anywhere. It was carried out under

the leadership of the Iowa state department of public instruction with the co-operation of the Iowa state fair board, J. P. Mullen, president, and A. R. Corey, secretary. Miss Jessie M. Parker, inspector of standard rural schools, was the executive chairman. She was assisted by Superintendent Wm. Dean McKee of Shenandoah, secretary of the Iowa school music association, and Superintendent A. J. Steffey of Knoxville, representing the music festival groups. These superintendents were in charge of the organization of the massed high school band and massed high school glee club concerts. She was further assisted by Superintendent Harry Andrews, Polk County superintendent, and a committee of county superintendents who were in charge of the state-wide rural school chorus. Local school authorities and parents and teachers were most generous in their cooperation and in helping to train the children and to get them here to the program. Hundreds of people of course were involved in this.

The purpose of the demonstration was two-fold; to give the children an enriching experience in participating in the concert and to show the people what the schools are doing in music. It was an adventure in interpretation. It is important to bear in mind that this was regular school work and not a show. The program was announced at the beginning of school last fall and during the year a list of selections were sent for the various events. Broadcasts were given including some instruction by Professor Tolbert MacRae for the high school glee club chorus. This program was not intended to be an exhibition of a finished performance of the few, but a demonstration of the participation of the many in the appreciation and enjoyment of music. If judged by that criterion, the event was a most outstanding and significant success. The program was opened with flag raising by two boys from the school for the blind at Vinton, while the Des Moines playground band played the Star Spangled Banner. Then came the country school children, between four and five thousand of them. Their choir numbers were directed by Professor C. A. Fullerton of Iowa State Teachers College, who is the originator of the rural school choir movement. When one appreciates that these children came from all parts of the state, representing 99 counties and 9,400

one-room rural schools; that the pupils might not have known the names of the pupils standing next to them; that they had opportunity for only a short rehearsal, and even that rehearsal was broadcast over the national chain; one gets an idea of the magnitude of the event and the simplicity of the technique.

Using the talking machine record as the pattern the pupils hear the artist's voice and learn in that way. They pass the eligibility tests and earn their choir certificates when they have completed a given course of study. This course of study has occupied a cycle of five years, but the eligibility tests are passed each year. The choir certificate admits them to membership in the county and state choirs. This makes it regular school work. The county choir consists of the children from the local schools and the country schools and they sing at rural school graduation programs. The state choir consists of children from the counties. The children are massed together and after a short rehearsal can sing their songs with good tone quality and beautiful harmony. Two-part singing has been introduced this year.

The second event was the massed performance of high school glee clubs under the able direction of Professor Tolbert MacRae of Iowa State College at Ames. It was another sample of the work being done on the high school level to train our youth for the wholesome enjoyment of leisure time. The excellence of this performance and the quality of the singing was greatly appreciated by the audience and by persons listening to the rehearsal broadcast all over the country.

The most colorful part of the program was the parade of marching bands preceding the massed band concert. Especially popular numbers were the marching demonstrations by the Eagle Grove high school band, by the boys from the state training school at Eldora, and by the drum and bugle corps of the American Legion of Des Moines.

The climax performance was the massed band concert playing several beautiful selections in front of the grand stand under the direction of Iowa's noted composer, Karl L. King of Fort Dodge.

It was no small task to organize such a program and to make all the details click properly, but it went off in good

(Continued on Page 17)

School Assemblies

M. Channing Wagner

TO MY MIND, the school assembly is one of the most important activities in the life of the modern school. It is the one time when the pupils of the school come together for a common purpose. If properly conducted, pupils have an opportunity to show their school spirit just as much as at a football game. Dr. Fretwell says: that the assembly may be used as one method for the direct educating of its citizens by taking an active part in the formation of public opinion. The participation of the whole school, teachers and pupils, in a conscious effort to form intelligent public opinion is of great importance in training citizens.

Any principal of a modern school realizes that there are a number of pertinent problems to be solved in the every day life of the school and if he is a keen observer of boy and girl life he is conscious of the psychological principle that the best method is to give pupils a prominent part in the formulation of school policies and in the solution of many of the vexing problems. Some of these problems are as follows: What shall be the attitude of the school towards scholarship? What responsibilities shall the pupils with their teachers assume toward extra-curricular activities? What is the attitude of the school toward athletics? How do they receive visiting teams? What is the attitude of the school toward school property, punctuality and regular attendance? There are many more problems which may be influenced by public opinion through the efforts of a well organized and well conducted assembly.

It is my belief that our training schools should give more attention to the training of teachers in principles of good assemblies. The new teacher should be trained to realize the possibilities of the assembly period so that she in turn may train her pupils to conduct assemblies in a dignified, yet cheerful and courteous manner. If our new teachers going into the schools for the first time can be made to realize that the school assembly is one of the most effective and best aids to all

around living which the school possesses there will be a great improvement in the types of assemblies presented and the results achieved.

If our teaching staff as a whole can get the vision of the value of worthwhile assemblies, if they can come to realize that the assembly provides a means for showing pupils' work or ideas in which their fellow pupils are interested, that it provides an excellent opportunity for creating the right kind of public opinion, that the assembly is a place where new ideas are discovered, and that it gives an opportunity of "exploring the school to the school," then it will come about that school is really and truly presenting a constructive program for training in citizenship.

Let us remember that the assembly, in order to do much for the individual child and to secure right relationships in the school must be carefully planned and must insure wide pupil participation with the teacher remaining in the background, always ready to give advice and guidance when necessary. Although outwardly, the assembly has the appearance of active pupil participation, yet there must ever be present the creative leadership of a teacher.

ASSEMBLIES FOR THE MONTH OF OCTOBER

The month of October presents three special day observances: October 12, Columbus, or Discovery Day; October 27, Roosevelt Day; and on October 1, the observance of Hallowe'en which has been celebrated for centuries in some manner or other. Besides these special days there are many features of school life which may be presented as assembly programs.

Installation of Student Council in a Junior High School

The following program was presented by the Bancroft Junior High School at the installation of the Student Council of that school. The program was characterized by a ceremony which gave dignity to the occasion and had for its purpose to

impress upon the student body the responsibility of this organization within the school.

Program

Salute to the Flag—by the school
Singing of first stanza of Star Spangled Banner—by the school
Devotional Exercises—led by a pupil
Hymn, Onward Christian Soldiers—by the school
Administration of pledge—by the principal
Roll call of student members—by the secretary
Presentation of the gavel to new president—by retiring president
Inauguration Address—by president
Pledge support of Council Members—by a council member
Pledge support of Student Body—by a pupil
Pledge of support of faculty—by faculty member
Violin solo—by a pupil
"Cooperation," a poem—by a pupil
Reading, "Boy Wanted"—by a pupil
Song, "The Home Road"—by the school
Recitation, "The American Creed"—by the student body
Selection by the orchestra

Riley's Birthday

James Whitcomb Riley was born on October 7, 1853. Riley has made a great contribution to American literature. In many schools it is customary to observe his birthday. The following program is suggested for your assembly.

Song—by the school
Bible Reading, Lord's Prayer, and Salute to Flag—led by a pupil
Piano Solo—by a pupil
Life of James Whitcomb Riley—by a pupil
Violin Solo—by a pupil
"Raggedy Man," a reading—by a pupil
Orchestra selection
"Little Orphan Annie," a sketch—by a group of pupils
Piano Duet
"Our Hired Girl," a reading—by a pupil
Vocal Solo—by a pupil
Song by the school

An Assembly Program to Commemorate Columbus Day

One of the child's first heroes is Christopher Columbus. The stories of his life are full of interest to high school pupils. There are so many incidents in his life that lend themselves to dramatization. The history classes have a splendid oppor-

tunity to write playlets, pageants, and pantomimes representing the various phases of his life. The writer suggests that this observance be brought to the attention of the pupils in order that they may have ample time to prepare their program and then to present it.

Program

Devotional Exercises and Salute to Flag—led by a pupil
Singing of Star Spangled Banner—by school
How Columbus Day is celebrated in Latin America—by a pupil
Why We Observe October 12th as Columbus Day—by a pupil
"Christopher Columbus," a recitation—by a pupil
"America, the Beautiful," song—by the school
Why Men Seek the Unknown—by a pupil
Recitation, "Columbus" (Joaquin Miller)—by a pupil
"La Paloma," piano solo—by a pupil
Talks—by pupils. Robert E. Peary, Magellan, Early Attempts to Find the Northwest Passage, Cortez, Amundsen, Aerial Conquest of Mt. Everest, Richard E. Byrd.
"In 1492," song—by a group of pupils
Playlet, "Diego's Dream"
Singing of "America"—by the school

Program by the Music Department

By the second week of October the musical organizations are in full swing. It is suggested that an assembly program be given by this department. The writer was present at an assembly of the Warner Junior High School when the following program was presented. The program was interesting to the pupils, it explored the music of the school to the school and it promoted the right kind of school spirit and morale.

Program

Opening Exercises—led by a pupil
Salute to the Flag—led by a pupil
Star Spangled Banner—sung by the school
Piano solo (1) Sarabande-Rameau, by a pupil. (2- Grilleu
The Life of Frank Bridge—by a pupil
The Story of the Russian Waltz—by a pupil
Trio—"The Russian Waltz"—(Frank Bridge)
Song, "Love's Old Sweet Song"—by the school
Hearing Stokowski—by a pupil
Story of the "Horn Pipe"—by a pupil
Trio, "Horn Pipe" (Bridge)
Address, "Music Appreciation"—by a pupil

Autumn Program

October is the loveliest month of the

year. This subject is very appropriate for an assembly program. When the leaves are changing to their gorgeous colors we should emphasize this phenomenon of nature by means of an assembly program. So many poets and writers have put into words these glories about nature that the school should bring them to the attention of their pupils in a most interesting and attractive manner.

Program

Hymn, "Safely Through Another Week"—by the school

The Lord's Prayer—led by a pupil

The Eighth Psalm—read by a teacher

Poem, "Autumn" by Edmund Spenser—by a pupil

Poem, "Going-A-Nutting," by Edmund Clarence Stillman—by a pupil

Song, "Goodbye, Goodbye to Summer"—by a chorus of girls

Poem, "Map'e Leaves," by Thomas Bailey Aldrich—by a pupil

Piano Solo, "Scarf Dance," by Chaminade—by a pupil

Poem, "October's Bright Blue Weather," by H. H. Given—by a pupil

Vocal solo, "Trees"—by a pupil

Poem, "To Autumn," by John Keats—by a pupil

"Harvest Dance"—by a group of girls

Salutation to the Flag—led by a Boy Scout

Note: Each poem was preceded by a short sketch of the author of the poem.

Roosevelt Day—October 27

Since it is customary in many schools to have an all-boys' assembly a few times each year, it is suggested that a program on Theodore Roosevelt be presented to the boys of the school.

Theodore Roosevelt's life appeals to the average boy because of his fondness for out-of-door activities. It is a good thing to capitalize the boy's love for these hardy traits of our former president.

The following program was presented in an assembly of the Warner Junior high school in Wilmington.

Program

Bible Reading—by a pupil

Orchestra Selection

Poem, "Who Goes There?"—by a pupil

Play, "Theodore Roosevelt." This play was written and presented by an eighth grade history class.

Song—Patriotic—by the school

Poem, "Roosevelt"—by a pupil

Reading, "The Roosevelt Creed"—by a pupil

Readings—Selections from "The White House Gang"

Salutation to the Flag—led by a pupil

Song, "America"—by a pupil

The following program was presented to an assembly of the Senior High School pupils.

Program

Scripture reading—by a pupil

Salutation to the Flag—by a pupil

Song, "Onward Christian Soldiers"—by the school

Five Episodes in Theodore Roosevelt's life

(a) Roosevelt as a young man

(b) Roosevelt and his Rough Riders

(c) Roosevelt as President

(d) Roosevelt, the Father

(e) Roosevelt, the Statesman

What is the basis of Roosevelt's Greatness—by a pupil

What message would Roosevelt give to our boys—by a pupil

Song, "How Firm a Foundation"—by the school

Roosevelt's Code—by a pupil

Selection by the orchestra

Hallowe'en Program

The following program on the observance of Hallowe'en was presented by a Seventh Grade Class in the Bayard Junior High School of Wilmington.

Program

Opening Exercises—led by a pupil

History of Hallowe'en—by a pupil

Recitation, "The Hallowe'en I Like"—by a pupil

Violin Solo—by a pupil

Recitation "An Unfavorable Test"—by a pupil

Play, "A Hallowe'en Surprise"—by a group of pupils

Dialogue, "Two Kinds of Jacks"—by two boys

Soliloquy of a Ghost—by a pupil

"Queer Cats"—by six boys

Piano solo—by a pupil

Recitation, "If You Don't Watch Out"—by a pupil

Play, "A Hallowe'en Vision"—by a group of pupils

Selection by the orchestra

The following program is suggested as one which will be of interest to junior or senior high school pupils.

Program

Scripture reading—by a pupil

Salute to the Flag—led by a pupil

Song, Star Spangled Banner—by the school

Origin of Hallowe'en—by a pupil

Poem, "Hallowe'en"—by a pupil

Piano solo—by a pupil

Pantomime "Samuel Snickerwitz's Hallowe'en"—by a group of pupils

Play, "The Five Ghosts"—by a group of pupils

Selection, "In a Monastery Garden"—by the orchestra

Some Old Hallowe'en Customs—by a pupil

Song, "Jolly Hallowe'en"—by the school

"Jack-o-Lantern"—a drill by a group of girls

Recitation, "Hallowe'en Pranks"—by a pupil

Song—by the school

In conclusion, let us remember that the school if properly planned gives pupils an opportunity to participate in activities which will establish habits that carry ov-

er into life situations. Through the assembly there may be inculcated a better school spirit and the creating of intelligent public opinion. The assembly can motivate curricular activities and build up proper habits and attitudes in pupils. After all, if a school can accomplish these objectives it will have gone a long way toward the right kind of citizenship training.

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, **Assembly Programs**, is a widely known and an immensely popular one. Arrangements have been made by which this outstanding authority on assemblies will give **School Activities** readers a complete outline of assembly programs each month.

The Negative Case

Harold E. Gibson

RESOLVED: That the Federal Government should adopt the policy of equalizing educational opportunities throughout the nation by means of annual grants to the several states for public elementary and secondary education.

WHEN THE debater begins his preparation of the negative side of this question, his first step is to evaluate the relative strength of affirmative and negative and to find out just where the points of greatest strength for the negative are to be found. The affirmative strength lies in the great amount of facts and statistics that are readily available, data that point out the conditions of the schools of the country at the present time. There will be no avoiding these facts. The affirmative side will have them, and in practically every case will use them as a part of their constructive arguments to point out that federal aid is imperative because these conditions exist. The conditions in our schools at the present time will, therefore, be the greatest strength of the affirmative in this debate.

The negative, on the other hand, have a great many more evidences of strength in this debate. First, they have, as all negative teams have, the advantage of not having their stand defined for them by

the question. The affirmative are told what they are defending and to win their case they must defend the question exactly as worded. The negative may take any one of a half dozen stands in defending their case. They may even be so ambiguous in their stand that it will be practically impossible for their opponents to find out exactly what they are attempting to do. A second point of strength for the negative is their chance to point out the evils that will result from the adoption of the affirmative system. This strength is with the negative only, as the affirmative cannot use this method. They do not know what line of attack the negative may choose in the contest.

Points in which the negative will have a distinct advantage over the affirmative are as follows: (1) The negative knows that the affirmative must present a plan that is federal aid, and that any plan presented by the affirmative which does not have federal aid is a violation of the question. (2) That the adoption of any plan

such as proposed by the affirmative will cause grave inequalities in school costs all over the country, and (3) That, other adaptations of federal aid plans have not been highly successful, and, therefore, we have no particular reason to believe that this plan will be immediately successful in the face of former failures. Now that the negative team knows that in these three points they will find their exceptional strength they should waste no time in preparing a thorough presentation of these arguments.

The negative also knows with reasonable certainty that the affirmative will spend approximately one-half of their time in pointing out the deplorable conditions in our schools today. This is inevitable, and it seems that the best method of meeting this argument is for the negative to admit this part of the affirmative case. Any attempt to deny these conditions would be foolish. Instead the negative can admit this and use the age old trick of the clever debater in admitting a great part of the opponent's case. Admit that the affirmative statements in regard to school conditions are all reasonably correct, but point out that the negative are debating the relative merits of federal aid to education, and the negative method of remedying these evils. We are not debating whether or not the evils exist, but whether or not federal aid is the best method of eliminating these evils.

Probably the best method known of preparing to meet the arguments of the opposition is that of self-questioning. Make a list of all the questions that you can think of that your opponents might ask you. Of course some of them will be very difficult or impossible to answer. This is what makes debating interesting, for you must work with these questions until they are solved. If you cannot find a solution to the problems, you can be reasonably certain that your opponents will ask them in the actual debate, where your failure to answer will be disastrous. As soon as you have the list of questions made out, your next step is to make a complete set of answers for these questions. This set of answers will help you in the actual debate.

If you have conscientiously answered every question that you think your opponents might ask you, you are fairly well prepared for the actual debate. When working on the answer of the question, work out the wording so carefully that

neither you nor any member of your squad can find any fault with the answer. This procedure will prepare you for the actual debate.

The measure of greatest strength for the negative in this debate is the various methods open to them for attacking the question. The negative will be able to work out their case in such a manner that the affirmative will have no idea of what to expect. Several suggested procedures for the negative are: (1) Point out that school conditions were all right up to the time of the depression, but that the present deplorable conditions will leave us when the depression leaves. (2) New systems of state taxation and distribution of school funds will solve the problem. (3) We need a change in school finance, but federal aid will create so many evils that it cannot be adopted, etc., etc.

DEFINITIONS OF TERMS AS THE NEGATIVE SIDE UNDERSTANDS THEM:

Equalizing Educational Opportunities

—By this term the negative believes a system of giving identical education to all children, regardless of where they live. The negative may attack this point from many different angles. They may say it means identical money outlays, identical educational qualifications for all teachers, equal school physical plants, or any number of absurd things which will cause the affirmative to waste time in showing how these are beyond the question.

Throughout the Nation—This means national standards of education which will be given a certain amount of money each year for education. If the question is carried out literally this could mean that each state will get a certain amount of money whether they measure up to the standards set by the federal government or not. In this interpretation of the question it seems that the negative have a chance to place the affirmative in a bad position because the receipt of these federal monies by the states implies general domination of education.

In the use of the structural outlines it should be kept in mind that these outlines for speeches are not intended to be comprehensive briefs of the case including all arguments. These outlines do include essential points, however, that will enable the negative to establish their case if the points are all established.

Outline of First Speech

I. Introduction.

A. Define the terms of the subject as

they are understood by the negative and immediately take issue with any differences in interpretation presented by the affirmative.

- B. State the issues of the debate for the negative.
1. There is no need to increase the amount of federal aid to education at the present time.
 2. The adoption of a system of Federal Aid to education would be harmful.
 3. The reforms needed in our system of public school finance to equalize educational opportunities can be effected without adopting the evils of Federal Aid to public education.

(The time spent in the introduction should not consume more than one third of the speaker's time. The remainder should be spent in proving the following points.)

- C. Conditions at the present time do not warrant the adoption of so disastrous a policy as federal aid to education.
1. Our difficulties in school finance are only temporary.
 2. Any decrease in grants of federal aid for public elementary and secondary education would only be additional invasions upon the rights of the state.
 3. Federal aid, as proposed in this debate question, is unconstitutional and, therefore, should not be adopted.

Outline of the Second Speech

- I. Any policy of federal aid to education would be unwise and undesirable.
- A. It would tend toward bureaucratic control of our schools at Washington.
 - B. Political corruption and graft would enter into the distribution of funds to the states.
 - C. The evils of loss of local control would result when the federal government assumed complete control.
 - D. The expenditures of federal money would soon become excessive and a great amount of money would be wasted.
 - E. Federal aid would be harmful to education in general.
 - F. Federal aid would be harmful from the standpoint of the state and local communities.
 - G. The Catholic educators would see

an attempted favoritism in this system which would discriminate against their studies.

Outline of Third Speech

- I. There are better methods of financing and equalizing education than the extension of federal aid to the states for educational purposes.
- A. The system to be practical must allow ultimate responsibility for education to remain with the local communities.
 - B. The sense of local responsibility for education must be built up rather than torn down as it would be with federal aid.
 - C. Better system of taxation can be devised to take the place of our antiquated taxation evils.
 - D. Consolidation of schools into larger school areas and needed economies within the school systems will give valuable aid.
 - E. New forms of taxation such as the sales tax, state income taxes, severance taxes, etc., will help conditions to a great extent.
 - F. The Federal Government can give valuable aid to education without enlarging their money grants.

EFFECTIVE DEVICES OF NEGATIVE STRATEGY AND HOW TO USE THEM.

Dilemma:

The dilemma is a method of strategy used in debate in which one debater asks his opponent a question so worded that no matter what answer his opponent gives it is to the original asker's advantage. If you are presented with such a question avoid it if possible or if forced to answer be vague.

Two sample negative dilemmas are given below.

(1) Ask the affirmative:—*Do the members of the affirmative propose that the federal government should exercise supervision as to the manner in which the states spend the money granted for federal aid to education?*

IF THEY ANSWER YES. When the affirmative propose to give the federal government control over the expenditures of the money granted for aid to education, they are opening the door to federal control of local education. Of what value will this supervision be if it does not result in direct control? The affirmative plan thus becomes the first step toward the loss of local control of education and the establishment of a governmental bur-

eaucracy.

IF THEY ANSWER NO. The affirmative propose to have the government hand out millions and millions of dollars to the public schools of the country with no system of checking on the manner in which the money is spent. What is to keep the states from wasting this money on hard roads? How will the federal government know that it is spent for education unless they maintain a supervision that really means absolute control? We can see by the example of the federal money that was granted to the states in 1836 and then wasted, that the federal government must supervise the spending of its money. If it does have control, then we will have a worse evil of loss of local control in education.

(2) Ask the affirmative:—*Do you believe that it would be possible to remedy the financial inequalities between school districts without adopting the evils of federal aid to education?*

IF THEY ANSWER YES. To begin with, the affirmative are admitting that they need a change. In doing this they are assuming a burden of proof to show that the plan which they propose will work. Even when they have shown the workability of the plan they must continue and show that it is better than the solution of the problem given by the negative. They admit that they believe the problem might be solved in some other manner than the method they have presented.

IF THEY ANSWER NO. The affirmative have taken an almost impossible stand when they state they believe that the problem cannot be solved in any other way than to adopt their solution. Such a position is about the same as saying that they are right and that all the authorities who have studied the question carefully and propose a different method than federal aid are foolish.

Use of Questions

It is always good strategy to have several questions ready to ask the members of the opposition. These questions should be carefully worded to keep the opposition from attempting to avoid them, and they should be written on a card and handed to the opposition. As soon as an answer is given to the question a spirited attack should be made upon the answer showing how this answer has strengthened your case, and weakened the arguments of your opponents.

Sample Questions

1. If the people are in favor of Federal Aid to Education, why have they been so careful in the past to avoid the establishment of a Federal Department of Education?

2. Can the affirmative give any example of sound logic to prove that the Federal Government will not assume direct control of education if we establish a system of federal aid to education?

Finding Your Opponents Weakness

Very soon following the opening of any debate the negative should be able to find the great weakness of their opposition. The most difficult task for the affirmative in this debate will be to show that federal aid will not result in federal control of the schools. If the affirmative are weak on this point or attempt to evade it altogether, the negative should bring up this evil as many times as they can. It is a good rule to find the weakness of your opponents and drive at this weakness at all times.

Wasting Your Opponents Time

As a final bit of strategy for the negative to use we suggest causing your opponent to waste his time on things that really are not important to the establishment of the affirmative case. This may be accomplished by (1) Demanding needless explanations of the terms of the question, (2) Making the affirmative defend minor points, (3) Demanding a detailed plan.

The negative should by all means demand a detailed plan from the affirmative in this debate. It is not enough for the affirmative to argue that we should have Federal Aid to education, but they must go further and show how their exact plan will work. In the event they refuse to give a detailed plan the negative should point out how if a certain plan is used the affirmative plan will fail. If the affirmative protest that they did not propose this system the negative should continue their demand for a detailed plan stating that they must give the plan or argue the plan as presented by the negative.

This is the second of a series of debate articles by Mr. Gibson. A third will appear next month.

"Hobbies are the extra-curricular activities of every-day life."—L. W. Reese.

Things are in the saddle and ride mankind.—Emerson.

Stage Equipment for Junior and Senior High Schools

F. A. Boggess

YOU ASK what equipment is necessary for carrying out successfully a schedule of assembly programs in the junior and senior high schools. Perhaps I am not an authority on the subject but I can at least write from considerable experience in one school. The equipment we have is very unpretentious and simple, and yet our school is widely known because of the excellence of its assembly programs. We have not even an assembly room in the building and all the programs are given in the gymnasium which is fortunately seated with bleachers instead of a balcony and, again fortunately the seating capacity is sufficient to enable all the students to sit on one side of the floor. This fact makes it possible to have a heavy curtain of monk's cloth on the side of the floor opposite the student body. This cuts off the view of the empty benches on the other side, adds greatly to the acoustic properties of the room, and contributes a background for the performances.

The belief that the program is the important part of every performance makes the equipment of the stage seem quite secondary. Still some properties are essential. First, there are five folding screens, six feet high and about ten feet long, each made in four sections and covered with green burlap. Then there are four screens of about the same height and length that do not fold. They are made of compo board and painted green. These screens form the background of everything and may be combined in innumerable ways, making a series of adjoining rooms, providing entrances and exits, occasionally taking the place of a drop curtain. They were made in the manual training shop. There is one set of furniture made up of a wicker settee, two chairs and a small round table to match, and an inconspicuous 9x12 rug. This set was provided by the board of education.

A small piano is permanently located in the gym, the students have purchased a nice, inoffensive floor lamp which fits all occasions, and the janitor has made a very good portable fireplace which can be lighted anywhere on the floor by use of long extension cords. This is in almost constant use.

The janitor has been most useful in accumulating properties for us. He has made the front end of a log cabin with a door which will open and close; the ends of two modern cottages with a window and door in each, both nicely painted and adapted to scores of uses during any year; a section of background which contains a double window (on hinges through which a villain even of good size can enter or leave); various sections of fences and lattice work painted white; pedestals of different height, a beautiful gate hung in an arch, which has been adapted to many uses.

Then as time goes on we have fallen heir to various properties which were brought in by students for some particular performance and never removed. There is an old heating stove which has figured in many a pioneer scene, a discarded radio cabinet without any insides but which receives perfectly when the speaker is just back of it with only a burlap screen separating them, an assortment of boxes and barrels which may be transformed into thrones, platforms, tables, seats, etc. One large barrel with a framework built above it has often figured in scenes where the old oaken bucket or some kind of old-fashioned well was needed.

At any time the properties mentioned do not meet the requirements of the case we draw from the halls and classrooms of the building. These yield an endless variety of tables, chairs, vases, cots, baskets, pictures, placards, plants, draperies, etc. Then as a last resort the homes of

the students are invaded and a loyal group of patrons contribute any missing article needed to make the setting of a program complete. There seems to be no limit to their generosity and cooperation.

F. A. Boggess is principal of University Hill High School, Boulder, Colorado.

IMPROVING THE INTER-SCHOOL PROGRAM

(Continued from Page 4)

of practice per day.

In some states, there is a movement to shorten debate schedules and to eliminate practice debates before the beginning of the state series of debates. There is also a strong movement toward cutting down the length of debates, orations, and declamations so as to eliminate the spending of excessive time on preparation. Similarly, in some states, athletic game periods have been shortened so as not to put so much strain upon the young athlete in his sport participation.

4. REDUCTION OF PYRAMIDING. In practically every state where contests are organized on a state-wide basis, the so-called "pyramiding" evil is more predominantly facing schoolmen and giving them concern than any other. Contests are usually organized on the "pyramid" plan, with local contests, district contests, regional contests, state contests, and even national contest, following each other at intervals in a series running throughout many weeks or even months.

This has seemed necessary in order to take care of the large number of schools wishing to compete for the final championship. But this pyramiding has had many undesirable effects. It has kept certain contestants working and certain schools stirred up over long periods of time. It has caused contestants and teams to repeat performances over and over again, demanding trip after trip involving frequent absence from the school. Most high school authorities are beginning to see the evils inherent in this system and are looking for remedies.

(1) One remedy attempted is to cut the pyramid down from the top. The action of the National Federation of State High School Athletic Associations seems to spell the doom of national athletic contests. Within one year, 29 state high school athletic associations voted against

inter-state basket ball tournaments. A number of state athletic directors are absolutely opposed to state championships in any form of athletic sports. Reports from leading educators in such states as California, Ohio, West Virginia, and New York, indicate a decided trend away from the championship idea in these states. This remedy then, is in the direction of limiting contests to a smaller territory and among fewer schools.

(2) The second remedy suggested is to set apart a state high school week or festival at some central place and have all types of contests held during this week, with all preliminary, qualifying, elimination, and final contests following each other in rapid sequence. High schools of the state would close for the week and all the students would participate in the affair. This would concentrate all preparation and participation within a short period of time, and avoid spreading out the disturbing influence of these contests throughout the school year. In certain of our western states, the trend seems to be in this direction.

One can readily see arguments in favor of each of these remedies to the pyramiding evil. The first would minimize the championship idea; the second would preserve the broader contacts and wider participation without disturbing the school for so much of the school year.

(Continued Next Month)

IOWA SCHOOL MUSIC DAY

(Continued from Page 8)

shape and an audience of 12,000 people were generous in their commendation. The values will be far reaching for a long time to come. We were very fortunate in having such eminent musicians to handle the various events of the program.

Words give a rather inadequate portrayal of the whole event, which if judged in human values was the greatest demonstration that ever appeared before the amphitheater.

Miss Agnes Samuelson is superintendent of public instruction of the State of Iowa.

For real living, we need more than a job and an income. We need beauty and knowledge. We need books, and pictures and music. We need song, and dance, and play.—Rabbi Silver.

Community Celebration Programs for High School Tercentenary

Celebration Committee 300th Anniversary of American High Schools

CELEBRATION of the 300th anniversary of secondary education in the United States is to find its most enthusiastic expression in the high school classrooms during the school year 1934-35. The Celebration Committee of the Department of Secondary Schools has prepared a number of plans for local celebrations which are already being supplemented by many original ideas among the teaching rank and file. Among those which have been suggested are:

Art Classes—Prepare posters and medallions celebrating the anniversary and hang them in prominent places in the school and community. Be sure to send your best 300th Anniversary posters to the annual National High School Art Exhibition at Carnegie Institute, Pittsburgh, Pa., in March.

Composition Classes—Compose a letter of congratulations to Mr. J. L. Powers, Headmaster of the Boston Latin School, the school whose birthday is being celebrated. In addition to the formal congratulations, the letter should contain reasons for the importance of the occasion. The letter should contain not more than 200 words and should be written in ink. Mail these letters before March 15, 1935 to the Celebration Committee, Room 1306 155 E 44th St., New York, N. Y., for delivery to the Boston Latin school in bulk. Arrangements have been completed by the Celebration Committee with the Spencerian Pen Company to award prizes for the best of these letters received by the Committee. There will be three prizes of \$25.00, \$15.00, and \$10.00 and ten honorable mentions each to receive Spencerian Fountain Pens. There will be an additional first prize of an encyclopedia to be awarded to the school in which the student winning first prize is enrolled.

English Classes—Cooperate with history classes in preparing a history of your school (see below). Compare dic-

tion and spelling of early educators with modern usage; trace the growth of the study of English Literature. Participate in the Scholastic Awards for short stories, poetry, essays and one-act plays as the Awards this year are to be a part of the Celebration and will demonstrate the best creative work being done in the American high schools.

History Classes—Prepare a history of your local high school with the co-operation of English classes and the assistance of the editors of your own high school paper. Plans are under way to award prizes to schools preparing the best local high school history. Details will be sent to high school principals and high school newspapers. Make arrangements for observing local high school anniversaries throughout the year 1934-35 by means of ceremonies, speeches and perhaps simple monuments such as the planting of trees. Study the U. S. Office of Education survey of secondary education and have students report on critical periods in the history of American high schools.

Drama Classes—Write and act a pageant or a play bearing on the three century long struggle of the forces of education and enlightenment against the forces of ignorance. Assist other classes in dramatizing ceremonies and other observations of the anniversary. Prepare and act a radio drama on the same order.

Woodwork Classes—Make a model of the first school or the first high school in your community, or prepare models depicting the development of the high school building from a single one-room hut to its present elaborate forms.

Domestic Science Classes—Prepare luncheons for parents, faculty members, service clubs, and other adult members of the community, to be accompanied by brief talks relative to the celebration.

Camera Clubs and Moving Picture Appreciation Classes—Prepare a moving

picture that will be a historical record of your present high school. If you think it is feasible, prepare a moving picture drama on an educational theme.

Science Classes—Compose a list of superstitious and other fallacious beliefs which have been shattered by modern science and education. Prepare a description of the scientific philosophy as it affects modern culture. Re-enact one of the old science classes, then called Natural Philosophy, as they were conducted in the early part of the nineteenth century.

Commerce—Prepare an exhibition of old time business methods as they were taught in the writing schools with modern business methods as practiced in the Commerce Department.

Journalism Classes—Reproduce the first issue of the paper which was prepared in your school. Put out a celebration issue devoted to the history of secondary education in your community, using material supplied by the History Classes in addition to original research by the paper's staff. Run interviews with earliest graduates. Run reports of all celebration activities in the communities and in the school. Run features throughout the year on the significance of the 300th anniversary.

Penmanship Classes—Prepare posters contrasting old fashioned writing styles with modern writing styles.

Music Classes—Rehearse songs which were popular in the early schools, and cooperate with Dramatic clubs in presentation of pageants or plays.

Social Studies Classes—Organize public debates and forums on Financing the Schools, The Ideal High School, Public vs. Private Education, Co-Education, Vocational vs. Cultural Education, Religious Education, Education During Adolescence, Education in Democracy, Education as a Political Football.

Mathematics Classes—Describe the philosophy in Mathematics as it affects the general culture of the secondary school student.

Industrial Arts—Present exhibitions of objects created in industrial and vocational training classes for parents and other public visitors.

General—The school as a whole may observe the celebration with assemblies, parades, exhibitions and demonstrations of all kinds. The memorial issue of *Scholastic*, to be published in February 1935, has been officially authorized and designated by the Department of Secondary School Principals of the National Education Association as the official book to celebrate the secondary schools' 300th anniversary.

In observing the anniversary, teachers should bear in mind the objects of the celebration: to present to the public the aims and works of secondary education; to emphasize the necessity of public secondary education to a free democracy; to acquaint the public with advanced developments in secondary instruction; to improve the chances for every boy and girl to benefit from the full potentialities of the secondary schools.

For New Parent-Teachers Programs

Matilda Rose McLaren

DO YOU FIND that there is a monotonous sameness in your parent teacher programs? That all your speakers are introduced with the same introductory remarks? The same plaster paris grin? Have you ever wondered just why this condition exists and what the remedy might be?

In our grade school at Hay-Edwards, Springfield, Illinois, it was my privilege to try out a method which was a little dif-

ferent, called for the spice of life via variety and caused me, as program chairman, a minimum amount of effort. Because the whole association likes the plan so well, the newly elected chairman for 1934-1935 is going to follow the same plan.

During the summer of 1933, while I was mulling over in my mind what type of programs to present through the year, the thought occurred to me that, for in-

stance, if I were strong on psychology, I might feed that particular subject to my association until it was worn threadbare! The same is true of the arts, music, religion in the home, or what-have-you! I might, unconsciously to be sure, select speaker after speaker on my favorite subject. So, instead of working out the program myself, in August I appointed a different sub-program chairman for each month and assigned a theme. I tried to select a chairman who was well versed in that theme. The duty of the sub-chairman was to provide the speaker and preside over the program of that meeting. Thus, no two speakers were introduced alike; each sub-chairman bringing her own fresh self and originality.

To illustrate:

SEPTEMBER: Since we usually spent the entire meeting making plans covering the year, announcing standing committees, getting as many business details out of the way as it is reasonably possible to do, in order to keep from cluttering up all meetings of the year with business, we do not have a speaker at all. If you have never done this, try it. All during the year you will find this a time saver. On P.T.A. day, when the children are dismissed early, mother has no business getting home just before dinner time and feeding the family fried eggs and salmon time after time! By taking care of all the business at this first meeting, there is no reason why all meetings, during the entire year, cannot close promptly at four. And, I ask you, is it fair to a speaker, who gives his or her time, to have to present his subject *after* the audience has become weary?

OCTOBER: Theme, *Scouting*. Seventh and eighth grade boys and girls are scout conscious, are you? Some one of your mothers has a big family, is perhaps a troupe leader. She's the one to make sub-chairman for that month. For our meeting, we had the city Scout Executives, both male and female, to speak to us and give demonstrations. Each seemed very happy to be invited; it offered a splendid opportunity to get some ideas across to the mothers which heretofore they were unable to do. Our sub-chairman knew enough about scouting to give them rousing introductions.

NOVEMBER: *Father's night*. Recently, when my six year old son was given a birthday party, I proudly served "gobs and gobs" of home-made angel food cake

and ice cream. When the party was over sonny said: "Mother, that would have been a swell party if you just hadn't given us regulation refreshments. Gee, the gang likes hot dogs better than ice cream and cake!" So with many Fathers' Night programs. We give them the type of program that we like. They hear good speakers at all their civic club meetings; must one have speakers on Fathers' Night? We didn't know just what the fathers might like; so we named a father sub-chairman for that night, giving him free reign to work up the type of program that he knew his fellow fathers would enjoy. Has it ever occurred to you, and I believe statistics will bear me out, that fifty per cent of all the parents in the world are fathers? Do our P.T.A.'s consider them as such? We might be called Mother-Teacher clubs! This father chose to have a speaker who was also a father . . . with orders to speak ten, or possibly twelve minutes, not a second more! Then, he said, he wanted many, many children on the program. His thought was that mothers are forever enjoying little programs at school while daddy is laboring at the office. Mother drops her work, no matter what it is, morning or afternoon, and sees her boy or girl perform, but how many times does father have that privilege? Then too, he counseled wisely, the more children on the program, the more parents will attend! We had 700 parents out. The father sub-chairman presided at this meeting throughout.

DECEMBER: Theme, *Christ in the Home*. For years and years, we have allowed our Christmases to become too commercial. Then too, this year, in many of our homes, Santa had gone on a reducing diet! Were you and your children terribly disappointed at a slimmer pile of Christmas gifts? Yet, we have so much to be thankful for, when we have *health*! Material things mean so little, on the side of it. Just visit a dispensary and see the weak and afflicted! You'll go home so thankful for your full quota of digits, etc., that you'll be ashamed for ever having lamented over so trivial a thing as a cut in salary. Think of the California earthquake. So many more serious things can hit one than a financial depression, although it certainly is inconvenient, we'll admit. Once, during my pre-marriage nursing career, a little boy was brought in with a

fractured leg. When I tried to sympathize with him, his mother chided: "Don't talk like that to him, he's always climbing cherry trees, I'm so glad it wasn't his fool neck!" So with hard times, it might break our legs and for a while we can not travel as we should like to, but if it hasn't gotten our "fool necks," our *spirit*, in other words, legs will heal and be as good as new presently. We dare not let it get our necks! What is a better season to drive home wholesome ideals than Christmas? Where could you find a better sub-chairman for that month than a preacher's wife who is daily exposed to the spiritual needs of the public? Who could know better just whom to invite to speak on *Christ In The Home*, or introduce the speaker more appropriately.

JANUARY: Theme, *Looking Forward to High School*. The last month in the semester, some of the eighth graders will, in another two weeks, be going into High School. Do you feel, as many of us do, that when your boy or girl is old enough to go to High School you are losing your baby? What are some of the adjustments he will have to make? That you will have to make? For this month we chose one of our grade teachers as sub-chairman and she had the keenness of insight to invite the deans of the local high school, both male and female, to each talk generalities fifteen minutes and close with an open forum. The questions those mothers shot at those teachers, and the teachers answers, were akin to short courses in sociology, psychology and economics, truly!

FEBRUARY: *Founder's Day*, theme. Do the fathers know as well as you do that in 1897 a Mrs. Birney went through a mighty struggle to set going the wheels of the P.T.A. movement? Do they often wonder what its' all about? Why not have your February meeting a night meeting so that the fathers can attend the birthday party? Why not remember that, on the regular father's night, it was a father who suggested that there be children on the program? With the co-operation of the teachers the sub-chairman for February, an ex-president who knows P.T.A. work upside down and inside out, worked up a colorful pageant depicting the history of our worthy organization in a most entertaining way. These pageants can be procured from National Headquarters and it is a veritable shame that more clubs do not avail themselves of

them.

MARCH: Theme, *A Challenge To Parents*. It so happens that in our town we have a man who has given this subject broad consideration. He can view the subject without prejudice because he himself is practically "hands off." He is not a father, neither Catholic nor Protestant. He is an unmarried Jewish Rabbi who is in possession of one of the keenest, most analytical minds one ever finds outside of research laboratories. Did he lift us out of our complacency? Did he awaken us to the fact that, as parents, it is more than necessary to set good examples? Did he point out that while, as an organization, it is unconstitutional to partake in politics, it is paramount that we elect people to our school boards who are thinking in terms of politics and taxes, re-elections and graft? Did we feel the necessity of voting at all on election day? (You'd be surprised how many mothers disregard their duty as American citizens just because elections come on ironing day!) Look about a bit in your own community, surely within your county you will find a man or woman who can throw out a parental challenge that will act as an earthquake, as cleansing fire, to your sodden complacency!

APRIL: Theme, *Summer Juvenile Hobbies*. It is often said that in the spring a young man's fancy lightly turns to—well many things! Do your children worry you through the summer vacation, annoy you by hanging on the screen door from morning till night with: "I've done that now, mother, what next?"

We had a director from the State Museum talk to us on the value of summer hobbies and the equipment required for each. Some were butterfly chasing and collecting, bird identifying, making spatter prints of leaves, and collecting for note books of various kinds. Hobbies not to develop: gathering of bird eggs, killing birds, tramping ruthlessly through other people's property without permission while on hikes.

The complete review of this meeting would make an article in itself. Be sure to include such a program next year. Mothers, you will be astonished to learn, you know so little about nature that it's nothing short of appalling how our youngsters are passing us by! It came as a profitable suggestion that we enjoy these summer, inexpensive, though highly interesting and profitable, hobbies right

along with our children.

MAY: Theme, *Convention Report*. May I suggest here and now, that when you select your convention delegate, you select one who can take the floor upon her return and give you back the expense budget you extended her in the form of a good report. One who will conscientiously attend all meetings, take notes, buy daily papers for the clipping of speeches, who will bring back new ideas to be incorporated into next years' work? Too many reports are train time schedules and weather reviews; not *convention* reports! When that is the case, you have been gypped. When your organization

lays out 5c supper money, card party or picture show money, hard earned, no matter how you raised it, you are entitled to a report that is worth while. If you do not glean at least one new idea for your organization, then sending a delegate to the convention has been in vain, just a time waster and the philosopher said: "Do not squander time, it is the stuff of which life is made!"

If you are going to be a program chairman this coming year and want a varied program, do try our recipe. It comes to you by special permission of the copyright owners! This is station P.T.A. signing off. Good nieeght!

The Boy of Genoa

Blanche Graham Williams

A Discovery Day Playlet

Scene I—At the Wharf

Place—Genoa

Time—15th Century

Characters—Columbus, his brothers and a sailor friend.

Background—Curtain with Genoese scene including square turreted castle, a street beside the sea with red-roofed plain houses and ancient ships on the water.

Setting—Christopher Columbus, a lad, sits, book in hand, on a windlass at the quay at Genoa after the fashion of Giulio Monteverde in the Boston Museum of Fine Arts. He is dressed in a straight plain waist coat open at the neck. His trousers are tight and fit the legs closely. He wears soft shoes and cap. His hair is long and red, his skin clear, cheeks ruddy. He gazes afar off, then near at hand, as stalwart sailors pass to and fro carrying huge bales, heavy kegs, great packs and lengths of lumber. They pass from one side of stage front to the other depositing their burdens. Their straight, waist-length jackets are rolled back at the neck, their sleeves are rolled up. One saunters up to the boy, his task apparently finished.

CHRISTOPHER COLUMBUS. Good morn-

ing, Paulo.

PAULO. Good morning, Christopher.

CHRISTOPHER (*pointing out to harbor*) Whence come them, Paulo?

PAULO (*raising hands to shield eyes as he looks out in the same direction*). From the Golden Horn.

CHRISTOPHER. From what far-away place does your good ship come, Paulo?

PAULO. From the Golden Horn.

CHRISTOPHER. With what was she laden?

PAULO. With dyewoods, cashmeres, silks and perfumes.

(*Both gaze afar off*)

CHRISTOPHER. Whence comes that clumsy galleon there, Paulo?

PAULO. From the Levant with spices rare.

CHRISTOPHER. But why so heavily built with cargo of spice?

PAULO. She is built for war as well as friendly trade.

CHRISTOPHER. And the bright galleys with their banks of oars?

PAULO. From the Aegean the galleys come. See the Spanish caravels there?

CHRISTOPHER. Yes, yes, Paulo, with their triangular sails. See, the wind catches them now. The harbor is busy

this day with many ships.

PAULO. Yes, I see the coasting boats from the Adriatic and there is craft from England and from the far north. There too, are ships from Palestine. These ships are manned with many a strange crew, Christopher.

CHRISTOPHER. Who are the very black men, Paulo? They look so fierce from under their dark brows and they stride with menacing step. Do you fear them?

PAULO. They are fierce people. They have tried to bring their hordes through the Gates of Hercules. Some thing them the pirate bands. I like them not.

CHRISTOPHER. Who goes there in colors gay with tambourines?

PAULO. The Spanish, my lad.

CHRISTOPHER. There are the solemn-eyed Turks. There go some Greeks. They mingle with our sailors and our merchants.

PAULO. They come from Genoa's Black Sea colonies.

CHRISTOPHER. There are some so fair, Paulo. Who may they be?

PAULO. Travelers from Germany and Denmark, Christopher.

CHRISTOPHER. There go the churchmen. I know them by their robes, their prayer books, their rosaries.

PAULO. Yes, they are on their way to Rome.

CHRISTOPHER. There are other evil-eyed men, Paulo. They make me shudder. Who may they be?

PAULO. They come from pirate ships. These come from beyond Gibraltar and there they give battle to merchant ships richly laden.

CHRISTOPHER. I trust they will do Genoa no harm, Paulo.

PAULO. They dare not here at Genoa, boy.

CHRISTOPHER. The tradesmen are so busy today.

PAULO. Silks, velvets, jewels are arriving from Constantinople. Genoa's wharves are astir. Many people from many lands speak strange tongues.

(Enter Christopher's brothers, Bartholomew and Giacomo)

CHRISTOPHER. See, —brothers, the wharves, the strange people, strange clothes, strange tongues—men of every race and color—and see the galleys, the galleons, the ships, brothers!

GIACOMO. Oh, oh, they are wonderful! Would that we could tarry to see the gay sights and hear the wonderful tales from

far away lands but father would have us all at the looms. We must depart.

(Christopher climbs down from the post on which he sat.)

CHRISTOPHER. Paulo, we must leave the wharf. Father Dominico has called us to the looms. Will you not come to our house tonight while "The Lantern" lights the way beyond the harbor and when your day's work is done. And won't you tell us tales of shipwreck and pirate bands on the great ocean-sea?

PAULO. If our good ship stays and starts not for the Orient, I shall call at the home of my good friend Dominico Columbus and you shall hear of voyages to and fro.

CHRISTOPHER. Good, Paulo. Brothers, Paulo, may come tonight and he'll tell us about his sailing hence to many far away lands.

(Boys leave stage. Paulo leaves at opposite side as curtain is drawn)

Scene II—At the Looms

Place—An interior of a weaver's room in Genoa on the street called Vico Dritto di Ponticello.

Time—the same day as scene one.

Characters—Members of the family of Dominico Columbus including at this time Christopher, Bartholomew, Giacomo, and Susanna, his wife.

Setting—Wall in the background is of neutral shade with a small window with cathedral glass giving a bright spot of color. A square weaver's loom occupies center stage. It should be built to the height of six feet for the uprights. It is partially threaded. A colorful weaver's bench is placed in front of the loom. Bales of wool and baskets of bright yarns are arranged about the room.

(The rattle of the loom is heard. Dominico works at the threads. Christopher enters.)

DOMINICO. Christopher, you may bring me the skeins of red there upon the pegs. (Boy goes to wall pegs, gets skeins of yarn and hands to father.)

DOMINICO. We will fill the looms now with these cottons but recently come from the ships.

CHRISTOPHER. Father, so many ships from so far away lie at anchor in the harbor today.

DOMINICO. That is good, my son. You and I can now thread our looms. We have waited long for the return of our good ship that brought these threads that we shall now knot with great care. (Both

work diligently at the loom for a time.)

DOMINICO. You have been watching the ships today, Christopher?

CHRISTOPHER. Yes, yes, so many and such great cargo, father,—strange folk, too.

DOMINICO. Did you speak with any of our sailor friends?

CHRISTOPHER. Yes, Paulo was among those who were unloading cargo and when he had finished he stopped to talk with me. I asked him about the fierce-looking black men with evil look and angry expression. He told me they were Moors that came from beyond the Gates of Hercules.

✓ DOMINICO. Yes, I hear great hordes have attempted to cross the straights many times.

CHRISTOPHER. Will they harm Genoa, father?

DOMINICO. Do you not know, Christopher, that our hills are crowned with fortresses, that they are strong and that Genoa this day commands the Mediterranean? See the snowy Appenines yonder, see our great wall, our Gothic arches through which the travel of the world passes even unto St. Andrew's gate and our own little street, Vico Dritto di Ponticello; no barbarian ohrde can invade us here.

CHRISTOPHER. I am glad, father, for they were cruel-looking men.

DOMINICO. From over the great ocean-sea all men come to Genoa. They come from Africa, from Asia, from England, from Iceland through the narrow way at the gate of our Mediterranean sea.

CHRISTOPHER. Why do they all come to Genoa?

DOMINICO. It is the great center of all sea commerce, son.

CHRISTOPHER. That Equator is a strange place, father?

DOMINICO. You hear many a strange tale from the sailors, lad.

CHRISTOPHER. Wondrous tales, father. From far Cathay came a ship today that had been gone for a whole long year. In the far East terrible wars had been waging and the precious cargo of glass and porcelain, rich rugs and bales of cotton and silks had been in great danger along the commerce routes.

(Enter Bartholomew, Giacomo, Susanna. All carry skeins of bright yarn which they hand on pegs about the room.)

SUSANNA. Dominico, I will return now to the house and soon the evening meal

will be ready.

DOMINICO. We will come when we hear you call, Susanna.

(Susanna exits. All smile at her good-bye. The four work diligently. Bartholomew holds yarn on hands, Giacomo winds it into a ball. When it is wound they take it to the loom at which Christopher and his father work.)

DOMINICO. We were in great need of these bright colors, my sons. While we all work here together and Susanna prepares the supper, I shall work at the bales and Christopher may have some tales you would like to hear.

BARTHOLOMEW. Oh, brother, do tell us of the ocean-sea and of Venice.

GIACOMO. And tell us of Marco Polo's tales, won't you, Christopher?

CHRISTOPHER. His voyage to the Orient was a famous one. He went on exploration and there he found a place where miraculous wealth abounded. He saw with his own eyes the kingdom of the Great Kahn, the splendor of which had never been dreamed of by any living man. His palaces were magnificent and overflowed with treasure—glittering diamonds, rich rubies, pure yellow gold! And what do you think he found beyond Cathay?

BARTHOLOMEW and GIACOMO. What brother?

CHRISTOPHER. An island covered with trees and called Cypango which means the "Land of Gold."

GIACOMO. Wonderful!

BARTHOLOMEW. I wonder if he met pirate bands?

CHRISTOPHER. Every mariner—every sailing ship, galleon or Chinese junk that sails from the far East with pearls, with precious stones, with spices, silks, etc., encounters the pirate bands. The great caravans too, that bring across the land on the backs of camels, donkeys, elephants these costly goods are attacked by robber bands.

GIACOMO. Would you like to fight the robber bands?

CHRISTOPHER. I should like to sail the ocean-sea, it matters not whether on ship of war in the service of the King or with a squadron from Genoa to battle with Venice. I would sail to the equator, that fiery ring of blazing heat where boil the waters of the ocean-sea or I would war with foreign powers or engage in the bloody fights with pirates—I would have a life of adventure that would take me

into the great spaces far away.

BARTHOLOMEW. May I go too, brother?

GIACOMO. I, too, would sail with you, Christopher.

DOMINICO (*interrupting*). Come come, lads, Susanna calls. It is time for our evening meal. Lay aside your work at the loom for this day. At evening when the supper is cleared away you may work with your charts, Christopher while Giacomo and Bartholomew look on. It is time now to go. Turn the great key in the lock. We will pull down the great shutter.

(*The four exit and the sound of the lowering of the huge iron shutter is heard.*)

Curtain

Scene III—Work with Charts

Time—Eve of same day.

Place—Dwelling of Dominico Columbus.

Characters — Dominico,, Christopher, Giacomo, Bartholomew, Susanna.

Setting—A plain interior. A rough table set with wooden bowls and spoons occupies center stage while arched windows disclose the outside scene of watch towers, stone walls, the sea. Family of

five are seated about the table. Evening meal is in progress as the curtain opens.

SUSANNA (*rising*). I shall remove the porridge bowls now, then son Christopher may place his charts here and his brothers may look on as he works with them.

(*Christopher walks toward a great cupboard, opens the door and removes the charts. These he brings to the table and spreads out carefully. Beside them he places his compass and charcoal. The two brothers, interested, look on. Dominico examines a basket of yarns. Susanna works at household tasks. Christopher seats himself about the center of the table before his charts. His brothers take a seat on either side. All scrutinize the charts for a time.*)

CHRISTOPHER. This is a picture of the great wide world, brothers. Do you know that it is because King Henry, the Navigator as he is called, has sent so many ships into the unknown that we know so much about this great world of ours?

GIACOMO. He is a wise king.

BARTHOLOMEW. Portugal may well be proud of such a ruler.

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CHRISTOPHER. Yes, yes, his ships have passed out from Lisbon to every known shore and many that have hitherto been unknown.

GIACOMO. Can we see the lands on your chart, Christopher?

CHRISTOPHER. Yes, Brother. We will look first at the Mediterranean and our own Genoa. Here they are. Just here are the republics of Venice and here the entire Adriatic. The Black Sea is here and there is Constantinople. Here are the Gates of Hercules through which great ships pass to the many ports of the wide world. They go to the Canary Islands shown here. They go to these Madeira and the Azores and to Iceland. Here you see Africa at its northern coast and here distant Cathay. Here too, is rich India. This is the Indian ocean. There is so much of land and sea is this wide, wide world!

BARTHOLOMEW. And what is this, brother?

CHRISTOPHER. That is the sea of darkness which is believed to be covered with dark black fogs and guarded by terrible monsters. See, these creatures are pictured here.

GIACOMO. They are hideous looking animals? Have our sailors seen them?

CHRISTOPHER. They claim to have been warned against them by signs.

BARTHOLOMEW. What is this line here, Christopher?

CHRISTOPHER. That represents the fiery ring of the equator where the waters of the ocean-sea boil due to the blazing heat.

GIACOMO. I would not sail into that region were I the sailor-men.

CHRISTOPHER. They like adventure, brother. They even travel toward the far north shown here which is said to be the end of the earth.

GIACOMO. Would they fall off if they went too far?

CHRISTOPHER. So they claim.

GIACOMO. They are brave men these mariners!

CHRISTOPHER. The very heavens change their constellations when they travel north beyond this point. (points to map which all examine).

BARTHOLOMEW. And yet men do not fear?

CHRISTOPHER. The ignorant and superstitious do, my brother, but for my part I should like nothing better than to sail

those very seas.

GIACOMO and BARTHOLOMEW. Brother!

CHRISTOPHER. King Henry, the Navigator would like it. He has interested a man named Vasco de Gama in finding a way to the East by way of a route along the western coast of Africa southward and around the southern point of this great continent into the Indian ocean.

GIACOMO. Will not the great sea of Darkness engulf the hardy Portuguese?

CHRISTOPHER. They will not venture too far from the coast.

BARTHOLOMEW. Show us distant Cathay, brother, and Cypango, Land of Gold.

CHRISTOPHER (pointing to chart). Here in the remote part of Asia they lie. This part of our drawing is according to great Ptolmey's projector combined with Marco Polo's descriptions of these lands of the Great Khan.

BARTHOLOMEW. Brother, how have you learned all this?

CHRISTOPHER. From a few charts I have seen and from travelers and seamen

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with whom I have talked. San Antonio Leone, an inhabitant of Madeira told me of sailing westward a hundred leagues. A mariner of Port St. Mary told me he had seen a land far to the west when he voyaged to Ireland. Then Martin Vicenti, a pilot in the service of the King of Portugal, said he had sailed four hundred and fifty leagues to the coast of Cape St. Vincent and here a piece of carved wood not made with an iron instrument, had drifted in from the west. He also said that huge pines had been borne into the Azores by westerly winds.

(Dominico and Susanna have been attracted by the boy's conversation and draw near.)

DOMINICO. We have heard you, son Christopher, and your great knowledge of

distant seas and lands shown upon your chart have pleased us.

SUSANNA. You have made us proud of your inquiring mind and your learning, son.

DOMINICO. You shall have a chance, my son. You shall attend the university of Padua. Here you may study history, science, Latin.

CHRISTOPHER. And geometry, astronomy, geography, navigation, father?

DOMINICO. All, all that your heart may desire, my boy.

CHRISTOPHER. I shall be grateful, father.

SUSANNA. Son Christopher, your diligent self-schooling has well prepared you for higher learning and in all. God bless you, my son!

Curtain

Who's Who

In Extra-Curricular Activities

WALTER R. SMITH—Among the members of the advisory board of *School Activities* and among our active extra curricular enthusiasts is a Missourian who has taught twenty-five years in Kansas—Dr. Walter R. Smith, of the school of education at the University of Kansas.

Graduated from the Missouri Valley College, this school man extended his graduate study at Chicago, Columbia, and Harvard, taking both Master's and Doctor's degrees at the University of Chicago.

Breadth of teaching experience is his, surely—including rural, graded, secondary, normal school and university classes. For four years Dr. Smith taught history and government at Washington University, St. Louis. Then he became professor of social sciences in the State Teachers College, Emporia, Kansas, from which position he was called to the University of Kansas fifteen years ago.

Dr. Smith seems to be the sort of person who does not need to follow a beaten path—the Germans would style him a "Bahnbrecher"—a blazer of new trails. During his years at Emporia, he offered

the second course ever given in educational sociology. His textbook, 1917, was the first published on this phase of education, and became the accepted text for nearly every college and university offering the subject. Widely used and quoted are his later books—an advanced text on educational sociology and a book called *Constructive School Discipline*. The latter has enjoyed several state adoptions for Teachers Reading Circle.

Frequently his articles appear in the *American Journal of Sociology*, and in various other sociology and educational magazines. He serves as advisory editor of the *Journal of Educational Sociology*, and on the advisory board of *School Activities*.

In high school and college days, Dr. Smith, then tennis "champ," specialized in athletics as his major extra-class activity, with the old proverbial "literary" only a little less intriguing. His interest in athletics and sport, his specializing in sociology, and his teaching experience resulted more or less naturally in an interest in extra-curricular activities. For years and in several colleges and universities he has coached tennis and served on

athletic boards, and he is so engaged at the present time.

Dr. Smith was among the first to offer a course in extra-curricular activities to high school teachers and administrators. He now conducts such a course in the University of Kansas and enjoys this course more than any other. He sees in the extra-curriculars an opportunity to live more abundantly. The richness they have given his life he would pass on,

through the scores of teachers who take the course, to the boys and girls of the present generation.

His own "activities" are fishing and golf. He admits he uses the regulation fish liar's license, ranging from mountain trout to muskellunge, and limited only by the length of his arm! He has dug up his full quota of divots; and any golfer who wants golf alibis, new and second-hand, call on Dr. Walter R. Smith, expert.—AG.

News, Notes, and Comments

The Debate Handbook for 1934-35 is entitled *Equalizing Educational Opportunity by Means of Federal Aid for Education*. It is just off the press and has been distributed to thirty-three state debating organizations throughout the country. Among the features of the book are original contributions by Professor E. C. Buehler of the University of Kansas, Dr. William G. Carr of the National Education Association and Rev. George Johnson of the Department of Education of the National Catholic Welfare Conference. There are thirty-eight pages of bibliography and numerous reprints from current sources. A Supplement of 224 pages has been announced for publication October first and will be on sale after that time. Students and coaches who wish a copy of the handbook or the supplement should apply first to their state debating league; anyone who is unable to secure a copy from his debating league may secure a copy by writing direct to the editor, Mr. Bower Aly, Box 209, Columbia, Missouri.

The Gist is the title of a student handbook written and published by the George Washington Chapter of the National Honor Society, George Washington High School, Indianapolis, Indiana. It is a book of nearly a hundred pages printed and bound by the printing department of the school. It answers almost every question that might arise in the mind of a student regarding either curricular or extra-curricular activities. It represents excellent workmanship from several angles.

The Carnegie Foundation for the Advancement of Teaching distributes without charge a number of bulletins on school

athletics and sport. Notable among them is games and sports in British schools and Universities, by Howard J. Savage. This book is one of eight chapters, more than two hundred and fifty large pages. It presents interestingly the theory and practice of British schools in the field of athletics. American educators will find it well worth reading. Anyone desiring a copy should write their request to The Carnegie Foundation, 522 Fifth Ave., New York, N. Y.

In the third annual conference on teacher education held at the Indiana State Teachers College, Terre Haute, on May 5 and 6, 1933, the general theme, "Relations of Extra-curricular Activities to Teacher Education" was a recognition of the importance which extra-curricular activities now hold in a state school system.

The keynote of the conference was sounded by Dr. George D. Strayer of Teachers College, Columbia University, in these words; "In general, I would propose that no one is going to do any very significant teaching in those fields which may lead to later creative use of leisure time except as he has had in his own education experience of the sort that he plans to make available for his pupils. Genuine enthusiasm and satisfaction in the subject of instruction or the activity in which the teacher is engaged is a conditioned precedent to a lasting result in the lives of boys and girls . . . This modern school of ours acknowledges a new principle, and that principle is that wherever you find boys and girls you find a wealth of power and ability to do creative things. And the job the school sets

for itself is to find out what each one of these boys and girls can do well and then encourage them to go ahead along those lines."

The conference presented many striking illustrations which showed how Indiana teachers, principals, and superintendents are stressing teacher satisfaction in an activity and how the power and ability of boys and girls to do creative pieces of work are being discovered and used. The work of a few teachers was mentioned together with their individual activity and a few of their guiding principles.

A case of the avocational use of a print shop is that of the trade school of Chanute, Kansas. Superintendent L. H. Petit incloses in the pay envelope of each Chanute teacher a bit of printed verse. The same poem is used during the month as an insert in all letters going out from his office. As a Christmas souvenir last year, Mr. Petit issued a book set, printed and bound by hand, at the Chanute Trade School, and containing many of the favored verses printed individually at previous times.

The Music Publishers' Association of America has issued a warning against the unauthorized copying of music. The statement runs as follows: "Copying by any process, by hand on paper or on blackboard, by multigraphing, mimeographing, photostating or any other method—of any part of a copyrighted work, no matter for what purpose or use (religious, educational, theatrical or otherwise), without permission of the copyright owner, is a serious offense against United States law, punishable with heavy fines beginning at \$100, plus minimum damages of \$250. The United States copyright laws are very strict in this particular and many actions are now being conducted against teachers, directors and others making unauthorized arrangements or copies."

(This is a report of a meeting held in the interest of the future of American education. Change the names, and it might be a report from any state in the Union. It reflects the sentiment that everywhere is pledging its loyalty and in the same breath demanding change. It will bear thought.)

THE PROBLEM

Here is a State in which 3,172,000 peo-

ple live on 52,000 square miles of territory—mountain, hill and plain. What is our conception of what North Carolina might be in the next quarter century, and what her people might become in that time? What can the schools do to serve the present? What place do they have in shaping the future? The schools belong to the people. They should, therefore, be and become a vital and an integral part of the life of the State. They should not be separated out and set over against other interests. They are a part of everything. The very richness of life, in all its phases and ramifications, should center in and around the public school. The school itself is expressive of the fact that those who support it believe in the future. We have met here to counsel with one another as to the place and purpose of the school in the civilization which lies ahead. Before we are through our program should be stated in language which we ourselves understand and which the man on the street can comprehend and support. Our philosophy of education should include the whole of life, and not mere segments. We are asking the people to determine the direction in which the schools should move.

In those words State Superintendent of Public Instruction A. T. Allen presented to representatives of various organized groups in the State the problem of education in North Carolina today. Several score speakers offered suggestions in solution of that problem.

Representatives of music clubs spoke for music, those of art clubs for art. Farmers wanted courses in farming. A forester wanted forestry courses and hard work. Patriotic ladies wanted patriotic instruction, and a representative of Lions Clubs wished a new emphasis on history which would create international under-

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standing rather than international antagonism. Doctors urged courses which would build healthier lives, and a leader of war veterans wanted boys and girls physically developed for life, and for the "God forbid" next war. An optometrist spoke of eyes. A politician and a lady debated methods of teaching reading. One educator spoke of the dead hand of the past, and another warned against change as the mere illusion of progress.

There was indeed a diversity of counsel almost as wide as the diverse organizations represented. Men and women spoke as they might have been expected to speak. Nevertheless the meeting was both encouraging and significant. These men and women came to the hall of the House of Representatives in the Capitol from all sections of the state early in the morning and stayed there listening and speaking until it began to grow dark in the big room in the late afternoon.

Many of them brought suggestions which may bear rich fruit in the future. All of them brought a demonstration of the faith of the people of North Carolina in their schools and in the power of the schools in shaping the future of the State. That demonstration alone would have jus-

tified the meeting. From it Superintendent Allen secured not only much advice but also the most definite encouragement in the fact that while few North Carolinians agree in every detail on the pattern which should be given to future education in North Carolina there is agreement that education and the public schools provide the way into the richer future which men and women today hope for their children.

"What is needed is an intelligence which is able to overcome inflexible tradition or forcers, that will anticipate difficulties, that will meet facts with facts and that will enable the new generation to meet the American of to-morrow."—Walter P. Hep-

Orthodoxy in teaching is the death of education.—Edward Filene.

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Stunts and Entertainment Features

COLUMBIA COUNTY'S FAMILY TREE

Katherine M. Hadden

(A Homemaker's group of the University of Wisconsin Extension were asked to give an original stunt on the Annual Achievement Day program. I proposed a historical pageant of our country. We named it *Columbia County's Family Tree*. Because of the gratifying results of our efforts (we were asked to repeat it three times, once at the University's Agriculture College Field Day) I am passing on an outline of the stunt. It may be put on by young people or adults, and will fit into any club or school program. It is exceptionally attractive when put on as an open air feature at a picnic or field meet.)

One of the good points of this stunt is its "elasticity". Any number of "families" may be added or omitted, lengthening or shortening it as desired. Any songs or dances that have become historic in the community represented may be used. The characters may be all women, (ours were) making a good P.T.A. number.

Each couple works out its own number and costume. There is the added interest of hunting up data on whatever "Family Tree" is to be presented. It may be a town, county, state, village or even a school district "tree." Two or three rehearsals are all that is necessary for the group, each couple being held responsible for just one "act."

A good pianist or orchestra is absolutely necessary. The music *must* swing from one dance or song to another with no breaks. However, as only old-time familiar airs are used, this can be easily arranged.

There were 19 characters in our pageant, including the pianist. Of these, 16 were made up to represent the different nationalities who had settled in our county. The remaining couple, dressed in white, carried the "tree." Large stage, out-door back drop.

Music: Lively march. Enter two at right, carrying tree. (Tree is cut from composition board. Should be as large as can be conveniently handled, evergreen shaped, painted green. Upon it on white placards appear the names of the families.

Indians, Jesuit Missionaires, English, German, Scotch, Irish, Norwegian and Yankee.) The tree is placed center back stage, a bearer at each side.

Music: Changes to wild Indian dance. Enter at right, Chief and Squaw carrying papoose. Run, circling stage two or three times with the typical "double-step", giving Indian yells. Stop extreme left. Squaw sits cross-legged, Chief stands behind her.

Music: Slow impressive march or chant. Enter at right, two Jesuit priests. Long robes, crucifix, bible. March slowly across stage to Indians. Pantomime of greetings, talk, blessings. Jesuits stand right of Indians, slightly back.

Music: Old English air. (All sing, including those behind scenes). English couple enter from right singing words to song being played. Stop at center front and sing another verse, then take place at right of Jesuits in semi-circle.

Music: "Blue Bells of Scotland." (All sing.) Enter Scotch couple in kilts, sporran and plaids. Pause center stage singing second verse, then take place beside English.

Music: Any German air. Enter German couple, wooden shoes, etc. Dance "Herr Schmitt", or any German folk dance. Take place at right of tree and bearers.

Music: Irish air (Kept the Pig in the Parlor.) All sing. Irish couple enter from right. The woman carries a tub and washboard. The man, a stool or chair for the tub. Take center of stage and as the woman "scrubs" her partner executes an elaborate jig to the tune of "The Irish Washerwoman". (One of the best numbers.) Irish stand beside Germans.

Music: Norwegian folk dance. Norwegian couple in native bridal costume dance in center stage, then take place beside Irish.

Music: "Yankee Doodle." Enter Yankee couple. Everyone sings and bows to partners. Couple complete line and all advance to front, the "Tree" in the center.

Music: "America The Beautiful." Everyone (audience also, if desired) sings two stanzas.

Music: Swings into Grand March. Indians lead across stage to right and others follow line of march except "tree" bearers

who step out of the line to the back and follow at the end of procession. Exit right, same place as entrance.

This stunt is really more entertaining than it sounds to read this outline. Put in some of your original ideas and try it out on your community. I'm sure you will not be disappointed with the results.

A MACHINE OF MYSTERY

Lois Fry

The cast for this stunt includes a manager, the manager's assistant, and as many characters as acts and lines have been arranged for.

The manager should be a fluent talker whose appeals to the crowd for business will be interesting and amusing. He will emphasize and demonstrate the efficacy of his treatments. "We strive to please," "We get results," and "Let our work speak for itself," are samples of slogans that he may use effectively. Local characters who are overweight, need a shave, might use a cure for baldness or are reported to be troubled with insomnia may be referred to by the manager as satisfied patrons or as persons who have made appointments for their respective treatments.

The manager's assistant may to advantage be a comedy character. He will be the operator of the machine and by his remarks, gestures, and appearance will create a lot of comedy.

The machine itself is a box or cabinet with one or more doors. Extending through the side of the box a big crank will extend. If a corn sheller or similar machine can be put inside with its crank protruding, it will help to give the right effect. The box may be formed by sections of scenery if no better arrangement is available.

A thin girl, carelessly dressed, homely and dumb looking asks to be made into a movie actress. The girl gets in the box through a door on the side. The operator grinds for awhile and out comes a similar

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looking girl dressed as a beauty. Either another girl may step out to show the transformation or the same girl may re-appear after making a lightning change on the inside.

An old maid in typical dress wishes to be made popular. The machine is turned and as it grinds the victim begins to howl and groan. A person emerges in style and most attractive.

A farmer enters with some corn, oats, hay, and grass and puts them in the machine. While the machine is running the manager may give a little talk that "cows are of no further use except to carry cow-bells. Why not sell your cows and use the modern way of producing milk? Then he fills a quart bottle with milk in the machine. A container with a faucet may be placed in the box or he may reach inside.

A boy and girl very much in love ask to be made one. Later a medium sized person emerges half dressed as a man and the other half as a lady. On his right side he will be wearing a half-pair of trousers, shirt and a man's shoe. His hair will be combed back as a man. On his left side he will be wearing a dress, ladies slipper, and his hair combed downward.

The dress, pants and shirt will be fastened together in the center at the back and front.

A small boy enters with a dog that is gentle and unafraid. He wishes the dog to be made into some "hot-dogs." The dog is put in the box. The manager grinds while the boy pulls out a supply of weinerwurst linked together. Then the boy begins to think about his dog's disappearance and begins to cry and want his dog back. The weiners are put back into the box and the machine is turned backwards and the dog is let out.

With this last demonstration to illustrate how safe and harmless his machine is, the manager should make his final appeal. Just as the dog is restored safe to his master the number should be brought to a prompt close with a quick curtain.

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SPECIAL CONVENTION ISSUE OF THE HIGH SCHOOL PAPER

Neal M. Wherry

If there will be a convention in your city this year, here is an idea for you. Conceived as a school service, the issuance of a special edition of our school paper *The Budget* at the time of the sectional meeting of the Kansas State Teacher's Association here last fall (1933) proved to be also a good piece of publicity and a profitable venture.

Our paper is regularly a four page newspaper with a circulation of six hundred. We planned to expand to six pages for this issue and print four thousand copies so that there would be sufficient supply for the expected attendance of three thousand teachers. It was thought that the city merchants would give us sufficient additional advertising to partially care for the added expense.

The advertising solicitors met with a surprisingly fine response and the reporters began turning in stories that just

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must go in the paper. The plan now embraced eight pages. Next the Chamber of Commerce endorsed our idea of including a map of the city in the paper, cancelled their arrangements for the printing of a separate map and gave us a half page advertisement—incidentally at a forty dollar saving to them. This with the word from our advertising manager that he had sold a full page to a gasoline company caused the dummy to grow to ten pages.

We kept quite a bit of school news in the issue including cuts of superintendent and a student who had recently won statewide recognition in a design and sewing competition on the front page, and also a 25-0 football victory of the previous week. Featured items included besides the map of the city, one of the university campus where many of the meetings were held, high lights of the programs, items on how to get about in the city, information about the reunion dinners, interviews with prominent educators, and a message from the president of the KSTA.

The morning of the convention student "newsboys" were stationed at strategic points to deliver papers. Suffice it to say there seemed to be plenty of demand for the papers.

We got a real price of one hundred dollars on the printing of this special edition but it carried one hundred sixteen dollars of advertising.

As long as our supply of extras last you can secure a copy of this issue by addressing Miss Iva Belle Harper, Instructor in Journalism, Liberty Memorial High School, Lawrence, Kansas.

Neal M. Wherry is principal of Liberty Memorial High School, Lawrence, Kansas.

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Darken the room and stage. Dress each ghost in sheets and supply him or her with a kazoo or humhorn to disguise the voice.

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groups. Each one should represent some well known and easily recognized person in school. They will in their conversation, which must of course be planned and written carefully in advance, refer to such events as may have happened in 1934 which to them is years ago. Work into the speeches and conversation whatever mannerisms or expressions are peculiar to the persons whom they represent.

DOLL HATS

Kenneth Stalcup

Pretty doll hats can be made at no expense whatever, and they can be sold by yourself to your neighbors or have a group of school girls make them to sell at some school function for the class treasury. They can be sold at various prices and continually at any and all affairs.

Place a medium-sized plate downward on a piece of cardboard and draw a circle around it. Cut out on the circle. Measure the head size of the doll and cut out a circle in the center of the piece of cardboard this size. This will be the top of the hat. Cut a strip of cardboard the length of the inner circle, an inch in width.

Cover the top and sew on the inside by taking stitches back and forth across your cardboard. As these will not show in the finished product, they may be ugly. Cover the strip and cover the end edges neatly as these will be joined together.

Cut a piece of material circular and an inch larger than twice the size of your brim. Fold over and shirr all around one-half inch from edge. This makes the outer little ruffle over the brim. Shirr halfway in, on upper and lower side separately. Then shirr on open edge and fas-

ten both to inner circle. Sew strip on brim, slip-stitch, and join edges. Sew top on. Use stout thread or double thread.

Trim with a bit of feather, a tiny buckle which sparkles, or flowers. Make the flowers out of tiny pieces of varied-colored silks cut triangular and gathered at lower large end, in a bunch of six or more at a time. Then line the hat. Sew to brim from inside. Sew together. Make a small hem on inner side of lining to run your drawstring. Use pretty colored tiny ribbons, or just gather with thread and fasten tightly. Your hat is finished.

These hats can be made of materials out of any grab-bag at home.

Miss Mildred H. Wilds has for some time been a contributor to **School Activities**. Arrangements have been made by which she will conduct this department each month. Anyone with ideas for stunts or entertainment features that are original or different is invited to submit them for her consideration with the view to publication here. Address all manuscripts to School Activities Publishing Company, 1013 West 6th St., Topeka, Kansas.

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Games for the Group

A CIRCUS SOCIAL

Juliette Frazier

The most enjoyable and delightful, as well as profitable affair ever given by our school was a Circus Social. For two consecutive Sundays previous to the date set for the social, full announcements were given at each of the local church services, but for the benefit of those who failed to be present at any of these services, a notice was inserted in our local newspaper, setting forth the date, time, and place where the entertainment would be given. Free taxi service in the form of large barges gaily decorated with bunting and flags brought in those living in the outlying districts.

On arriving at the school house the guests were met at the door by jolly clowns who ushered them into the assembly hall where students were presenting varied musical selections. The clowns' suits were white covered with red and yellow spots. Each one had a funny little red cap over one ear and wore a large yellow ruff about his neck, from which appeared his smiling, painted face.

At the appointed time for the performance to commence, one of the clowns suddenly appeared on the platform and announced, "Everybody! This way to your seats in the big tent!"

Eagerly the audience filed out of the building, and across the lawn into a large tent where long tables were set.

Everything really did look most circus-like. On each side of the entrance of the tent stood a clown selling tickets at 25c each. By presenting one of the tickets to one of the girl-ushers, the holder was given a seat at one of the tables.

Instead of real tablecloths, the tables were covered with light brown cheese-cloth. Each table held a clever centerpiece in the form of a diminutive circus ring; real sawdust, surrounded by a small wooden hoop, such as are usually to be found on any small wooden keg. On the sawdust were lively looking toy horses, while on the back of several were dainty little dolls dressed in fluffy skirts. Suspended from the center of the ceiling was

a large hoop, from which hung a great velvet monkey. He looked down from his perch in a most life-like manner. Gay streamers of red and yellow cheese-cloth were draped from the monkey-hoop to each corner of the table where they fastened into a huge bow.

The menu included baked beans, Boston brown bread, potato salad, deviled eggs, bread and butter sandwiches, pumpkin pie covered with whipped cream, chocolate ice cream, cookies, coffee, pink lemonade, pop corn balls and cracker jacks.

When the crowd had eaten they went out to the grove of trees behind the tent. Here all kinds of circus stunts were being indulged in: races, ring-toss, acrobatic feats of all kinds, rides on two gorgeously decorated mules, and sleight-of-hand tricks by some of the clowns. All of this entertainment was free of charge.

In the shade of the trees were three booths. These were in the shape of small circus tents, made of brown canvas. In one of these booths were sold ice cream, pink lemonade, cookies, oranges, apples, candies, pop corn, peanuts and cracker jacks. The next booth sold all kinds of souvenirs, pennants, balloons, and fun-making novelties. The third was outfitted as a photo studio. Above the entrance was a large sign which read: *Novelty Stamp Pictures. Four for a Dime. Finished While You Wait.* Each person was entitled to two poses. The men and boys had their choice of wearing a clown hat and neck ruff, an Indian headgear, or a cow boy hat and silk bandana about their neck while posing. The women and girls had their choice of several styles of hats suggestive of the circus ring, an Indian head dress, or a cow girl hat.

All the necessary equipment for taking the pictures, and some of the material used in developing and printing had been loaned and given by one of the local citizens who is a retired photographer. Thus the \$13.80 income from this booth was mostly clear profit.

The food served in the refreshment tent was donated by the local merchants and residents of the community, and prepared by members of the Parents-Teachers Association. During the afternoon

and early part of the evening this tent cashed in \$35.00.

With the addition of \$22.50 realized from the other two booths, it made a grand total of \$71.30 which came in mighty handy in buying a new flag for the assembly hall and a number of good books for the school library.

A NUT PARTY

Mary D. Hudgins

With the coming of autumn, those who live near enough woods blessed with nut trees hie forth with basket or sack. Those less fortunate buy their nuts in stores. But everybody is thinking about harvest time and nutting. Why not have a nut party?

Invitations may be written on autumn leaves cut from tinted paper. Or they may be folded sheets of tinted paper, the outside of which show the silhouettes of leaves in spatter work. An economy measure (if the invitations are to be mailed) would be to make the spatter work design on a penny post card (government card). Spatter lightly enough so that the invitation may be written or typed across the design. Here is the invitation.

We're gathering the nuts

So but us no buts,

Just arrive with the rest of our kind

For a nut party gay

Come, what do you say,

To a nutty-nut night? Do you mind?

Place Date

Decorations almost take care of themselves. Autumn leaves should be banked in the corners of the room. A spray of particularly attractive leaves might be laid on the mantel (if there is one). Jars or baskets of gaily colored leaves or half open nut burrs lend a pleasing appearance no matter where they are placed. The old trick of covering light globes with orange crepe paper gives a harvest moon air to the occasion.

Games played during the evening should center around the nut theme. A nut guessing contest never comes amiss. Here is a good one. Questions, followed by blanks for filling out answers should be typed or mimeographed on sheets of paper. These are distributed, together with pencils. About ten minutes is the proper time to allow guests to write down their answers.

What nut has a girl's name?—Hazel nut

What nut describes a Chinaman's eyes?—Almond.

What nut would serve as a barrier?—Walnut.

What nut would a sea captain prefer?—Chestnut.

What nut is a letter of the alphabet?—"P" nut.

What nut is a beverage?—Cocoanut.

What nut bears the name of a country?—Brazil nut.

What nut calls a countryman names?—Hickory nut.

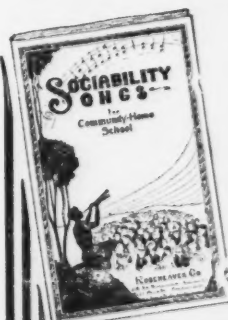
What nut describes a goat?—Butter nut.

What kind of a nut suggests a vacation?—Beach nut.

The slips (when the contest is over) are held by the owners and the hostess reads the correct answers. The prize goes to the guest with the most correct answers.

The hostess next distributes bits of crepe paper in shades of sand, brown, and orange. Pins, scissors, thread and even needles are placed on a table or in the

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middle of the floor where everybody can reach them. Guests are told to make a nut. And woe be unto the person whose nut remains unrecognizable, for he must perform a stunt at the dictation of the group. A prize for the best nut made would be quite in order.

Conundrums in the form of "Nuts to Crack" always prove a take. Riddles, minus their answers are typed on narrow strips of paper, folded and folded again and placed inside English walnut shells, which have been previously prepared. The nut halves are clapped together and tied with a bit of orange ribbon, the conundrum snugly inside. They are distributed from a basket lined with autumn leaves. Each guest must open his nut and read the riddle aloud. If he is unable to guess the answer, someone else answers for him. The one guessing the greatest number is prize winner.

Prizes can be paper or cardboard peanuts, such as the ten cent stores show, filled with nut meats. They might also be tiny boxes of salted nuts or sugar coated almonds. Any other form of candied nuts would serve. Booby prizes might be small cheese cloth bags of peanuts. The bags should be in autumn shades.

Dinner partners find each other by matching nut halves, which the hostess distributes just before refreshment time. The nuts in this case had better be cut from tinted paper. They will prove easier to match than actual nut halves.

Suggested Menus.

Cream cheese sandwiches made with nut bread, and cocoa.

Olive nut sandwiches, toasted nuts, coffee.

Walnut ice cream, angel food cake (almond flavoring).

Chicken salad with nuts, olives stuffed with nuts, coffee.

A BALLOON AND DART GAME

This game calls for several dozen small toy balloons and a half dozen hand darts. Both the balloons and darts are inexpensive and may be bought from a good novelty house.

Hang a blanket at one end of the room and a few inches away from the wall. Sew a one-inch loop near the center of the blanket. Inflate a balloon, tie it with a string and attach a medium sized nail to it. Suspend the balloon on the blan-

ket by dropping the nail through the loop.

Let the contestants take turns at throwing three darts from a distance sufficient to make hits fairly difficult. The proper distance will have to be determined by experiment. Eliminate those who do not qualify by making at least one hit. In the finals determine winners by counting the hits out of three trials. Give additional trials to those who tie for first places. Award large balloons as prizes to the winners.

To add an extra element of interest to this game, suspend the target balloon by some length of string and turn upon it the current of an electric fan. The bobbing of the balloon will add thrills and excitement to the game.

The successful person not only makes hay while the sun shines—he makes it from the grass that other people let grow under their feet.—Thomas A. Edison.

Should not the methods and techniques employed in extra-curricular activities be more extensively used in curriculum activities?—Maris M. Proffitt.

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School Activities Book Shelf

THE CONTROL OF FOOTBALL INJURIES, by Marvin A. Stevens, former head coach, Yale University, and Winthrop M. Phelps, professor of orthopedics, Yale Medical School. Published by A. S. Barnes and Company, New York, N. Y.

This book aims at correcting the one great weakness of football—the danger to players. The authors have drawn upon their knowledge and experience to give schools a book that has been badly needed. More than that, they have given schools a much better book than schools might have hoped for. It treats of the subject of safe equipment and safe training. Then with many illustrations and in non-technical language it gives instructions for the proper treatment of all football injuries, both those that are common and those that are rare. This book in the hands of the football coach, or better yet his familiarity with its content, is a safety factor that a high school owes to its players.

MAKE YOUR OWN JOB, by Violet Ryder and H. B. Doust. Published by the H. W. Wilson Company, New York, N. Y.

This book offers a course in vocational guidance for individuals but it is less suited to group use. It attempts to establish the youth in his life work by helping him to make his vocation rather than to choose it. After a lengthy introduction in which they help the reader to analyze himself and take a personal inventory of his talents and capacities the authors offer some fifty illustrations of what boys, girls, men, or women have done to create for themselves a paying job. The stories are told in an interesting and readable manner and offer definite suggestions by which a boy or girl may proceed to find the work suited to him. The book has instructive and inspirational value and should be placed within reach of students of high school age.

SECONDARY EDUCATION, by Thomas H. Briggs, professor of secondary education, Teachers College, Columbia University. Published by The Macmillan

Company, New York.

Words of praise are superfluous when used with reference to the work of Dr. Briggs. This recent book of his is just another capital performance of this master in the field of secondary education. The first few chapters give the historical background of present day high schools. Next comes a discussion of the characteristics of adolescence in relation to our changing world. All this is followed by chapters exposing and analyzing the issues in secondary education. Functions, articulation, and curriculum are treated in their turn, and the whole book comes to a grand climax in four chapters on "emotionalized attitudes." After treating mores from the same viewpoint, the author closes the book with his interpretation of a "liberal education" and his vision of secondary education. This book is one of fundamental and practical philosophy for educators.

CURRENT ENGLISH USAGE, by Sterling A. Leonard of the University of Wisconsin. Published by the National Council of Teachers of English, Chicago, Illinois.

This is indeed a modern treatment of grammar and punctuation. To the person who has not become resigned to the practice of calling marks of punctuation and grammatical constructions right or wrong according to established rules, this book is most satisfying. In it the author avoids all thought of rules but aims at current practices of well known authors, editors, business men, linguists and teachers in school and college. The effect of reading this book and observing practice and preference as indicated there is to convince one that correct English is a matter of judgment, not one of memory—that it is a matter of good, better, best, or not so good, instead of one of right or wrong. This is a book that should go through several printings.

PROBLEMS IN THE ADMINISTRATION OF A SMALL SCHOOL SYSTEM, by E. E. Lewis, Professor of Educational Administration, Ohio State

University, and J. B. Edmonson, Dean of the School of Education, University of Michigan. Published by Public School Publishing Company, Bloomington, Ill.

This is a kind of workbook for executives in small high schools. It is set of case studies representing problems and situations that have actually arisen. It places school administrators with limited experience face to face with what wide experience might have taught them regarding matters of dealing with the board of education, teachers, parents, pupils, and janitor. The solving of the practical and typical problems here laid out is equivalent to years of experience. In each lesson the authors give the facts involved in the case specified and the principles to be followed in its correct solution. Space is provided at the bottom of the page for the writing of the solution. References are given to assist. The book is interesting and readable.

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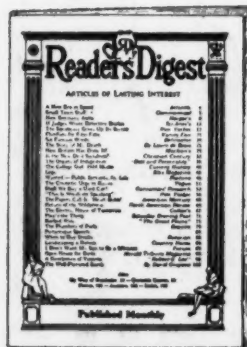
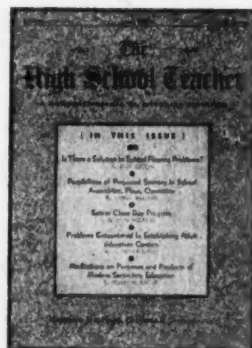
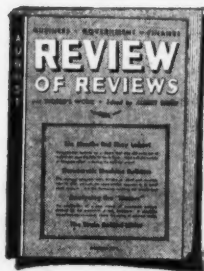
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